Coachella Valley Unified School District

Testing and Assessment/State and Federal Projects

P.O. Box 847 * Thermal, CA 92274-0847
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Paul Grafton
Director

August 30, 2010

California Department of Education
District and School Improvement Division
Regional Coordination and Support Office
1430 N. Street, Suite 6208
Sacramento, CA 95814-5901

To Whom It May Concern:

Attached is the Coachella Valley Unified School District's ARRA School Improvement Grant due September 1, 2010. CVUSD had previously submitted the SIG grant on May 28, 2010 and June 30, 2010 to your office. We have made the following changes to be in compliance with CDE funding amount adjustments.

1. Revised Form 1 cover page
2. Revised Forms 3, 4a, 4b, 5a, 5b, 9, and 10 to reflect the funding level adjustments.
3. Attached the Assurance of Fulfillment of Program Requirements with Reduced Grant Award Form

As CDE has requested, we have attached a complete revised application. The original district authorized signatures, Collaborative Signatures (form 2) and letters of support were submitted with the original application in May. We have attached copies to this application.

Please feel free to contact me at paulg@cvusd.us or at (760) 399-5137 ext. 339 if you have any questions or need clarification on this application.

Sincerely,

Dr. Paul Grafton
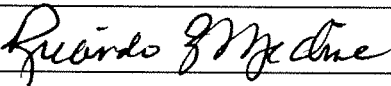Director of State and Federal Projects/Testing & Assessment

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Assurance of Fulfillment of Program Requirements with Reduced Grant Award

I hereby certify that the agency identified below will fully and effectively implement all elements of its approved 2009–10 School Improvement Grant (SIG) plan, including all required elements of the selected intervention model at each SIG funded school, as defined by applicable federal statutes and described in our agency's revised SIG application. The reduction in 2009–10 SIG funding from the amount initially requested by our agency will not interfere with our ability to fulfill all required elements of the selected intervention model(s) for our SIG-funded school(s).

Agency Name:	Coachella Valley Unified School District
Name of Authorized Executive:	Ricardo Z. Medina
Title of Authorized Executive:	Superintendent
Signature of Authorized Executive:	*Ricardo Z. Medina*
Date:	8-26-2010

SIG Application Checklist
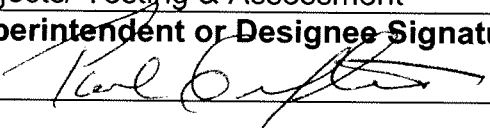
Required Components

The following components must be included as part of the application. Check or initial by each component, and include this form in the application package. These forms can be downloaded at http://.cde.ca.gov/sp/sw/t1/sig10rfa.asp. Please compile the application packet in the order provided below.

☑ Include this completed checklist in the application packet   Page 1

☑ Form 1 Application Cover Sheet   Page 2
     (Must be signed in **blue ink** by the LEA Superintendent or Designee)

☑ Form 2 Collaborative Signatures   Pages 3-9
     (Must be signed in **blue ink** by the appropriate personnel at each school selected for participation and by the LEA Superintendent or Designee)

☑ Form 3 Narrative Response   Pages 10-40

☑ Form 4a LEA Projected Budget   Page 41

☑ Form 4b School Projected Budget   Page 42

☑ Form 5a LEA Budget Narrative   Pages 43-45

☑ Form 5b School Budget Narrative   Pages 46-57

☑ Form 6 General Assurances   Pages 58-63
         Drug Free Workplace Certification
         Lobbying Certification
         Debarment and Suspension Certification

☑ Form 7 Sub-grant Conditions and Assurances (three pages)   Pages 64-66

☑ Form 8 Waivers Requested   Page 67

☑ Form 9 Schools to Be Served Chart   Page 68

☑ Form 10 Implementation Chart for a Tier I or Tier II School   Pages 69-83

__N/A__ Form 11 Implementation Chart for a Tier III School, (if applicable)

☑ Appendix- Attachments and Supporting Documents   Pages A- E

SIG Form 1–Application Cover Sheet

School Improvement Grant (SIG)
Application for Funding

APPLICATION RECEIPT DEADLINE
September 1, 2010 (previously July 2, 2010, 4 p.m.)

Submit to:
California Department of Education
District and School Improvement Division
Regional Coordination and Support Office
1430 N Street, Suite 6208
Sacramento, CA 95814

NOTE: Please print or type all information.

County Name	County/District Code
Riverside County	33-73676-000000
Local Educational Agency (LEA) Name	**LEA NCES Number:**
Coachella Valley Unified School District	0609070
LEA Address	**Total Grant Amount Requested:**
87-225 Church Street	**$ 5,000,000.00**

City		Zip Code
Thermal		92274

Name of Primary Grant Coordinator	Grant Coordinator Title
Dr. Paul Grafton	Director of State and Federal Projects/ Testing & Assessment

Telephone Number	Fax Number	E-mail Address
(760) 399-5137 ext. 339	(760) 399-5418	paulg@cvusd.us

CERTIFICATION/ASSURANCE SECTION: As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding.

I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.

Printed Name of Superintendent or Designee	Telephone Number
Dr. Paul Grafton, Director of State and Federal Projects/ Testing & Assessment	(760) 399-5137 Ext. 339
Superintendent or Designee Signature	**Date**
[signature]	9-30-10

SIG Form 2–Collaborative Signatures (page 1 of 2)

Collaborative Signatures: The SIG program is to be designed, implemented, and sustained through a collaborative organizational structure that may include students, parents, representatives of participating LEAs and school sites, the local governing board, and private and/or public external technical assistance and support providers. Each member should indicate whether they support the intent of this application.

The appropriate administrator and representatives for the District and School Advisory Committees, School Site Council, the district or school English Learner Advisory Council, collective bargaining unit, parent group, and any other appropriate stakeholder group of each school to be funded are to indicate here whether they support this sub-grant application. Only schools meeting eligibility requirements described in this RFA may be funded. (Attach as many sheets as necessary.)

Name and Signature	Title	Organization/ School	Support Yes/No

SIG Form 2, Collaborative Signatures, has been removed due to privacy concerns. Each school's SIG Form 2 is on file with the CDE. See the CDE's Public Access Web page at http://www.cde.ca.gov/re/lr/cl/pa.asp for information about obtaining access to these forms.

SIG Form 2–Collaborative Signatures (page 2 of 2)

School District Approval: The LEA Superintendent must be in agreement with the intent of this application.

CDS Code	School District Name	Printed Name of Superintendent	Signature of Superintendent
33 73676 0000000	Coachella Valley Unified School District	Ricardo Z. Medina	*Ricardo Z Medina*
CERTIFICATION AND DESIGNATION OF APPLICANT AGENCY			

Applicant must agree to follow all fiscal reporting and auditing standards required by the SIG application, federal and state funding, legal, and legislative mandates.

LEA Name:	Coachella Valley Unified School District
Authorized Executive:	Ricardo Z. Medina
Signature of Authorized Executive	*Ricardo Z Medina*

SIG Form 3–Narrative Response

Respond to the elements below. Use 12 point Arial font and one inch margins. When responding to the narrative elements, LEAs should provide a thorough response that addresses **all** components of each element. Refer to *Application Requirements*, B. Narrative Response Requirements on page 18 of this RFA, and the SIG Rubric, Appendix A.

i. **Needs Analysis**
Response: **District Profile** The Coachella Valley Unified School District (CVUSD) encompasses 1,200 square miles of rural farmland and desert in southeastern Riverside County, including the small communities of Thermal, Coachella, Oasis, and Mecca, plus Salton Sea City in Imperial County, approximately 60 miles from the Mexican border. The geographical center of the district is Thermal, around 30 miles southeast of Palm Springs. This geographically sprawling and somewhat isolated district of over 18,000 students serves 21 schools, 14 (K-6) elementary ranging in size from 470 to over 1,000, three (7-8) middle schools ranging from 750 to over 1,000, one (7-12) school of 415, two (9-12) comprehensive high schools of almost 1,700 to 2,500, and one continuation high school of approximately 125. All kindergarten classes are full-day programs, and all K-3 classes participate in Class Size Reduction. The district also serves over 900 students in numerous state and federal programs for preschool children, teen parents, and pregnant women. Operating since 1952, Coachella Valley Adult School is the largest adult school in the Coachella Valley and the third largest adult school in Riverside County. Serving over 3,200 adult students yearly, CV Adult School offers classes in citizenship, ESL, high school diploma, GED in English and Spanish, online courses, and career and technical programs. **School Profile** West Shores High School (WSHS) in Salton City, California is one of three high schools in the Coachella Valley Unified School District (CVUSD). Located in Northern Imperial County, West Shores is both tiny and remote. As it approaches its 30th year, West Shores High School has an enrollment of approximately 415 students in grades seven through twelve, having only 40 seniors graduate in the WSHS Class of 2009. The community of Salton City is located 35 miles south of the CVUSD district office. Approximately 4,000 people live in Salton City and the two neighboring communities that feed into the school -- Desert Shores and Salton Sea Beach. All three communities are situated along the west side of the Salton Sea. In the middle of the 20th century, these three communities were planned as a luxury resort area. Unfortunately, the Salton Sea became contaminated and the vacationers went elsewhere, leaving an ongoing depressed economic situation for the remaining residents, a few retirees and some blue-collar workers. Housing was inexpensive.

Unfortunately, residents had to drive 35 or 40 miles to the closest shopping centers, jobs and much of anything else. Slowly the demographics of the communities shifted during the final ten years of the 20th century. Blue-collar workers moved out, and migrant farm workers moved in. The economic situation remained depressed. Today most residents on the west side of the Salton Sea live in poverty. In fact, more than 95% of WSHS students are in the federal free or reduced-price lunch program, and the school receives Title 1 funding.

Attracting and keeping qualified teachers and administrators was a serious problem from the start. During one period in the late nineties, three principals served the school in less than four years. One principal lasted only five months, leaving the school with a one-day notice in February of 2000. This problem continues today as the remoteness and long drive to the campus takes a toll on many employees. The high turnover rate makes team building and instructional continuity problematic even as the need for consistency and collaboration continues to grow.

School Mission
The Mission of West Shores High School is to teach with passion, love, and creativity, thereby empowering students to believe in their dreams, persevere through trials, and have courage to choose their own destinies. West Shore's students believe in dreaming and learning to earn their dreams.

School Vision
West Shores, a learning community where students, parents, and educators collaborate to build a future of excellence. Together, We Build the Future.

i. Needs Analysis

a. Assessment instruments used to conduct the analysis
A series of surveys have been conducted to assess the needs of West Shores High School for a school improvement program. The Academic Program Survey (APS) was conducted to assess the use of state-adopted standards-aligned core curriculum, use of instructional time, professional development, use of student data, and alignment of fiscal resources to support improved school performance. Student Surveys, Teacher Surveys, and Parent Surveys were conducted to assess staff effectiveness, school environment, use of student data, accessible school supplies, and technology. The surveys yielded informative results in the areas of needs and evidence for selecting specific interventions.

b. The roles and responsibilities of LEA and school personnel and other collaborative partners responsible for the needs assessment
District administrators and WSHS school personnel determined the plans for conducting the needs assessments and reviewed the results. The RCOE (Riverside County Office of Education) DAIT (District Assistance and Intervention Team) and district administrators reviewed the survey results and discussed the action plans based on the results. The DAIT team consists of eight state-approved DAIT providers (i.e., DAIT

Lead, Secondary Support, ELA Specialist, Math Specialist, Special Education Specialist, Data Systems Specialist, EL Specialists, and Family Involvement Specialist) and four consultants. The district administrators involved in this process included the Cabinet (i.e., Superintendent, Assistant Superintendent in Educational Services, Assistant Superintendant in Business, and Executive Director of Personnel) and the Central Office of Administration (i.e., Directors of Testing and Assessment/State and Federal projects, Elementary Education, Secondary Education, English Learner Services, and Special Education Services). Key Data Systems analyzed the APS survey data and created the report. The district Department of Testing and Assessment was in charge of the data analysis for Student Surveys, Teacher Surveys, and Parent Surveys. In addition, teachers provided their perspectives on the APS survey and 13 teachers filled out the Teacher Survey. Three hundred thirty-seven students and 44 parents answered the Student Surveys and Parent Surveys respectively.

c. The process for analyzing the findings and determining the appropriate intervention model

The APS survey administration and analysis process is conducted under the overarching DAIT process. School principals and district administrators first met about the purpose of the APS surveys. Then the principals distributed the surveys to the teachers. The teachers answered the survey questions based on their own perceptions. The survey results were then analyzed and reported by Key Data Systems. After getting the survey report, the DAIT team met with the Cabinet and the Central Office of Administration. They reviewed the APS results, particularly the results on High Leverage Action Items required by the CDE through DAIT. They also discussed and developed interventions for the areas in need of improvement as revealed by the survey results. Such meetings were held once a month. The DAIT team also had more frequent, separate meetings with the Central Office Administration.

The Student Surveys, Teacher Surveys, and Parent Surveys, were supervised by the Assistant Superintendant of Educational Services, Central Office of Administration, and school principals. The Department of Testing and Assessment analyzed these survey data and reported the results to the team. The administrative team reviewed the results and discussed action plans for high need areas based on survey results.

The intervention plans were developed at the administrators' meetings, as a result of careful review of the needs assessment results. These discussions led to the final decision that the Turnaround Model (which includes a series of prescriptive actions to be taken) was the best fit for the school and would be the best option to ensure full implementation.

d. Findings concerning school's current practices and potential for improvement

The needs assessments have shown that WSHS has a high need for interventions in many areas such as the use of state-adopted standards-aligned materials and interventions. Specific findings are described below and provide evidence for major areas that need significant improvement.

Use of state-adopted standards-aligned materials and interventions. The 2010 APS survey showed that, WSHS only had minimal implementation of the SBE-adopted

basic core ELD programs/materials for ELs, SBE-adopted RLA/ELD intensive intervention programs/materials, SBE-adopted 2007 mathematics intervention program, SBE-adopted 2007 Algebra Readiness program, and SBE-adopted 2007 Algebra Readiness program. WSHS also partially implemented the SBE-adopted basic core RLA/ELD programs/materials for all students. In surveys among students, over a third of the students didn't think the classes provided challenging and meaningful learning experiences that prepare students for college. Almost a quarter of the parents didn't think the curriculum was challenging.

 Curriculum pacing and use of instructional time. WSHS scored the lowest on a 1-4 point rating scale on the use of instructional time. This includes ineffective use of instructional time for additional strategic support of core adopted RLA, additional adopted ELD instruction, intensive intervention of the adopted RLA program, additional strategic support of core adopted math and Algebra I, the adopted intensive intervention math program, and intensive intervention of Algebra Readiness I. The school also has ineffective master schedules and lesson pacing guides for adopted intensive reading intervention instruction and assessment, adopted grade level core math instruction and assessment, and adopted Algebra I, Algebra Readiness, and Algebra I strategic support instruction and assessment. Almost half of the students thought that the school scheduling of classes did not function in an organized way.

 Professional development. Although WSHS has substantial administrator and teacher professional development, there is minimal support by content experts/coaches for all RLA/ELD, math, and Algebra I/Algebra Readiness teachers. Sixty-one percent of teachers surveyed reported that they did not have sufficient time to meet with colleagues to share lesson plans. The numbers of highly qualified and fully credentialed teachers needs to be increased. Currently, WSHS has only 72% fully credentialed teachers.

 Capacity to use student data. WSHS scored a 2 (the next to lowest score) on the 1-4 point scale regarding the ongoing assessment and monitoring system for RLA/ELD intensive programs, and core math and intensive programs. A third of the students reported that the school doesn't communicate with them or the parents concerning State tests.

 Alignment of resources (federal, state, private, district) to improvement on school performance. The 2008 APS survey found the school general and categorical funds were not used appropriately to support the RLA, math, Algebra 1, or intervention program goals in the school plan.

 Staff effectiveness (methods of instruction, experience, subject-matter knowledge, ability to support implementation of the selected implementation model). A quarter of the students reported that the teachers do not post content standards in the classroom, communicate their expectations to the students, and are not clear about the course content they expect them to learn. Forty percent of the students don't know where to get extra help with school work, and reported that the teachers do not have an open door policy. A third of the students reported the school provided assistance and guidance for students who are struggling academically. A third of the students said they do not receive a course outline or syllabus at the start of each school year.

 School environment and climate. It was found that 44% of the students don't feel safe at school, 68% of the students thought students are not treating each other with

respect, and 61% of the teachers reported the staff and students are not treating each other with respect. Over a quarter of the parents didn't feel valued by the school. Moreover, 65% of the students, 50% of the teachers, and a third of the parents believed that the school discipline policies are not fair.

School supplies and materials. Sixty-three percent of the students don't have access to technology use in class. Over 40% of the students reported not being given the necessary instructional supplies to complete course objectives. Additionally, 45% of the teachers report they do not have enough supplies to complete their job, and 60% of them do not have access to supplies such as working copy machine. 61% of the teachers didn't think the technology available to them is modern or useful. A quarter of the parents were not satisfied with the technology tools in the school.

Teacher support. Seventy percent of the teachers thought the administrators do not provide good leadership, clear communication, and the school board is not supportive of teachers. Additionally, 45% of teachers do not think the administrators treat them with respect. Sixty-one percent of teachers said they don't have a comfortable place to work and meet when not teaching.

In summary, the findings described above for the needs assessment conducted on WSHS have provided comprehensive evidence of many significantly weak areas that need major improvement. Specifically, the school has had minimal implementation of state-adopted standards-aligned core curriculum, used ineffective pacing guides, provided minimal expert/coach's professional support to teachers or support among the teachers, inadequate use of student achievement assessment data, lack of alignment of fiscal resources to support improved school performance, low staff effectiveness, an unsafe and disrespectful school environment, insufficient school supplies, and technology is not readily available in the classroom.

ii.   Selection of Intervention Models

Response:

a. Rational for selecting intervention

After extensive research on the four intervention models, the stakeholders have determined that the Turnaround Model will be the most effective for West Shores High School. All four models were evaluated and the Turnaround Model had the most components that would best fit the needs of WSHS. A variety of data sources were reviewed to support the selected Turnaround Model, please see subsection ii.c below. Research has indicated that the replacement of principals, teachers, increasing teacher qualities, and implementing student interventions are effective approaches to improving the overall school performance. However, for school improvement at WSHS a systematic and comprehensive model such as the proposed Turnaround Model is required. The proposed model involves various specific interventions that are targeted at each high need area of the school as revealed by the needs analysis.

b. Needs analysis linked to selected intervention and actions to be taken

The findings of the needs assessment revealed several areas that require major improvement: implementation of state-adopted standards-aligned core curriculum, ineffective pacing guides, expert's professional support of teachers, inadequate use of student data, lack of alignment of fiscal resources to school performance, low staff effectiveness, unsafe and disrespectful school environment, and insufficient school supplies and technology. The needs of these areas are listed in the table below, along with the specific interventions and actions designed/selected targeting these needs.

Table 1. CVUSD Current Needs and Actions to be Taken

Current Need(s)	Action(s) to be Taken
Need 1- Implement full use of state-adopted standards-aligned materials and interventions in basic core ELD programs/materials for ELs, SBE-adopted RLA/ELD intensive intervention programs/materials, SBE-adopted core, and mathematics intervention programs.	1. Provide two week summer institute to fully train teachers to ensure full implementation of state-adopted standards-aligned materials and interventions. 2. Train teachers on Core and Intervention curriculum materials and Instructional strategies in specifically in ELA -7/8 - McDougal-Littell Language of Literature, ELA - 9/12 - McDougal - Littell Language of Literature, ELA Intervention - Read 180, Keystone, and Edge, and math - 7/12 - Prentiss Hall Algebra Readiness and Algebra 1 3. Conduct weekly classroom walk-throughs to ensure curriculum is being implemented, content standards are posted, and students are aware of what is expected of them. 4. Implement meaningful learning experiences that prepare students for college by implementing curriculum and instructional strategies based on A-F courses. 5. Implement intervention materials including Read 180, Edge, Keystone, and CAHSEE preparation. 6. Implement summer academy for students who are not proficient in ELA and/or math 7. Implement Response to Intervention (RTI) for all students. 8. Implement ELD Interventions for ELD students.

Need 2- Modify Curriculum pacing guides and use of appropriate instructional time for effectiveness and to increase student performance.	1. Develop new master school schedule to provide better organization and structure for students. 2. Increase school day by adding one period per day for ELA or Math interventions. 3. Increase school day for two instructional coaches, two special Ed. teachers, and two counselors. 4. Re-design and align pacing guides at all grade and subject areas to allow for better alignment and structure.
Need 3- Increase professional development activities, collaboration, and instructional support.	1. Increase professional development for all staff. 2. Institute a yearly two week summer Institute in August. 3. Add two new teachers to reduce the class size in core content of ELA and math 4. Add two content expert coaches (ELA, and math) to support teachers. 5. Fully implement Professional Learning Communities (PLC's) to ensure staff have adequate collaboration time. 6. Increase After School Education and Safety Program (ASES) academic intervention support through increased tutoring and homework clubs.
Need 4- Increase capacity to develop, access, and analyze student performance data to inform and modify instruction.	1. Add a data training to support and assist teachers with using, understanding, and incorporating student data into daily instruction. 2. Provide ongoing data analysis training and support. 3. Fully implement the use of EADMS. 4. Improve communication with students and parents on state testing results.
Need 5- Increase alignment of federal, state, and private fiscal resources to support improved school performance.	1. Align funding such as Economic Impact Aid, LEP, General Funds, Title I, Migrant funds, and Title II to better serve WSHS. 2. Align ASES academic component. 3. Align staffing, materials, professional development, and technology.
Need 6- Increase staff effectiveness including methods of instruction, experience, subject-matter knowledge, teacher support, and ability to support intervention implementation.	1. Increase ongoing professional development. 2. Implement Career Ladder professional development program. 3. Add two instructional coaches to increase effectiveness and subject matter knowledge. 4. Increase communication with students and parents of services available for additional help and support. 5. Implementation of required course outline, standards and work, to be completed by each student for each course.

Need 7- Improve overall school environment and increase positive feelings about WSHS for teachers, staff, and students.	1. Evaluate and modify discipline policy to ensure consistency between all staff and classes. 2. Implement Character Counts Program. 3. Increase students feeling of safety on campus by 2011.
Need 8- Increase school supplies and availability of technology.	1. Increase instructional supplies to ensure teachers and students are prepared to meet instructional objectives. 2. Implement a new technology program to ensure all teachers and students have full access including Mobi Interwrite pads, electronic student responders, scanners, laptops, and sound systems for all classrooms. 3. Provide each student with a laptop computer. 4. Provide ongoing professional development, training, and technology support.

c. Data to support selection of intervention model

The data from various sources explicitly supports the selection of the Turnaround model. The proposed Turnaround model is required to replace the principal and hire back no more than 50% of the teachers. The district has replaced the principal in the last two years and increased the percentage of fully credentialed teachers (10% increase in 2009), which are effective approaches to improve the overall school performance as indicated by the school API, AYP, and AMAO data in the past two years. In 2007, WSHS had dropped about 30 points on API. In 2008, the API increased but was still a little lower than that in 2006 before the huge drop in 2007. In 2009, the school was able to make a significant growth in API with an almost 20 point increase in one year. Thus, API was over 20 points higher than that in 2006. Moreover, after drops (5% and 2%, respectively) in percent proficient on the CST ELA and math in 2007, CST percent proficient in ELA and math have both increased about 5% through 2009. Such increases were also found for subgroups including SWD and EL. In addition, the AMAO 1 and 2 percent progress or proficient increased substantially in 2009 compared to 2007 (53.4% vs. 38%, and 24.7% vs. 13.3%, for AMAO 1 and 2 respectively). **These results indicate the effectiveness of replacing the principal and increasing High Quality Teachers, which supports a Turnaround model.**

A systematic and comprehensive turnaround model is urgently needed for school improvement. The school's API is far below the target (610 points in 2009 compared to the target of 800). Although WSHS was able to meet the AYP participation criteria for ELA and math participation rates in 2009, it still missed the criteria for percent proficient on both ELA and math. The targets for AMAO are still not being met in 2009. Moreover, although the school has increased the percentage of fully credentialed teachers in 2009 (i.e., 10% increase), the replacement of no more than 50% of the teachers is necessary. Currently, only a little over 70% of the teachers are fully credentialed. Moreover, as suggested by the needs analysis, the quality and effectiveness of the teachers need to be significantly improved. Approximately 35% of the students complained about

insufficient support by teachers on school work, when they have questions, and not receiving a course outline at the start of school year. A quarter of the students reported that the teachers were not clear on the content they expect the students to learn.

d. Basis for not selecting other interventions

All intervention models and their required components were reviewed as part of the school improvement process. The closure model was not selected because the community was against closing the school, especially because of the long distance of over 30+ miles and estimated travel time of over 45 minutes each way to the nearest high school. The restart model was not selected because the community was not in support of closure and restart as a charter school. The transformational model was not selected because some of the required components were not a good fit for WSHS or the community. CVUSD has integrated some of the components of the transformational model into the proposed turnaround model. In summary, the turnaround model was the best fit for WSHS, community, students, and staff which will provide various components that can be implemented to result in effective change.

e. Continued implementation of Turnaround model and progress

CVUSD took various steps to recruit, interview, and screen a new principal for WSHS to help facilitate the changes that needed to be made at the school. In August 2009, the principal was replaced and given sufficient operational flexibility to implement changes that need to occur to improve student outcomes and increase high school graduation rates. Over the past few years limited professional development, trainings, curriculum, and changes have been made at WSHS; however, it has not been done with consistency or accountability.

The district has replaced the principal in the last two years and increased the percentage of fully credentialed teachers (10% increase in 2009), which are effective approaches to improve the overall school performance as indicated by the school API, AYP, and AMAO data in the past two years.

f. Components of the Turnaround Model to be implemented
i. A turnaround model is one in which an LEA implements each of the following strategies:

a. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully and effectively a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.

CVUSD replaced the principal at WSHS in August 2009, this was based on the school needs assessment conducted as part of the DAIT process. An extensive recruitment search was conducted to find a principal who had strengths in dealing with school improvement strategies, improving schools with low academic performance, Professional Learning Communities, and data collection protocols.

After an extensive search, interview and screening process, Mr. Leigh Schwartz was appointed as the principal of WSHS in August 2009. Mr. Schwartz is highly qualified with 27 years experience in education, with seven of those years as an administrator. He holds a Bachelors of Music Degree and a Masters in Educational Administration and has professional experience leading two schools out of Program Improvement.

Mr. Schwartz has been granted the support and operational flexibility to be able to fully implement the turnaround model. Planning has occurred since the 2009-10 school year, however, major changes will not occur until July 2010. Mr. Schwartz and other key staff from WSHS, district administrators, and other key partners have been involved with the development of this application and proposed model. All are in support of the model and are committed to full implementation to ensure increased student academic achievement.

> ### b. Use locally-adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, to screen all existing staff and rehire no more than 50 percent, and select new staff.

CVSUD administrators have been planning and working to develop locally-adopted competencies to measure the effectiveness of staff who will be working at WSHS for 2010-11 and beyond. In March 2010, all staff were notified that WSHS has been designated a low performing school and the Turnaround Model will be implemented starting in July 2010.

The following steps still need to be taken to ensure all staff at WSHS are a good fit for the Turnaround changes that will occur.

1. Ask for certificated personnel volunteers who do not want to remain at WSHS and transfer them.
2. Open up ALL certificated positions at WSHS (including those who wanted to remain at WSHS).
3. All personnel who desire to work at WSHS will go through an extensive interview process conducted by the CVUSD personnel department.
4. All potential staff will be screened to ensure they have the skills, commitment, full understanding of the Turnaround Model, and fully support the changes that will occur.
5. No more than 50% of existing staff will return for 2010-11.
6. New staff will be screened and hired to fill all vacancies.
7. Incentives to recruit and retain teachers will include transportation incentives, increased Career Ladder Professional Development, and advancement opportunities.
8. All staff selected to work at WSHS will undergo an intensive two week summer institute covering the Turnaround Model, changes that will occur, and extensive professional development.

9. Additional support, professional development, and services will be provided at WSHS.
10. Through the current evaluation process, CVUSD will ensure a rigorous, and equitable evaluation system for all staff including the principal, assistant principal, teachers, and staff. This process will takes into account data on student growth as a significant factor, as well as other factors such as multiple observation-based assessments of performance, ongoing collections of professional practice reflective of student achievement, and increased high school graduation rates.

c. Implement such strategies as (1) financial incentives, (2) increased opportunities for promotion and career growth, and (3) more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.

CVUSD will implement up to all of the following incentives for recruiting and retaining highly- qualified staff:

1. two week professional development with compensation,
2. implement incentives to recruit and retain teachers may include: increased Career Ladder Professional development, transportation incentives, and advancement opportunity,
3. increased promotion and advancement opportunities,
4. transportation stipends,
5. flexible work conditions to meet the specific needs of the Turnaround Model,
6. latest up-to-date technology use throughout the school, and
7. compensation for additional instruction time.

d. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

CVUSD will provide ongoing, job embedded professional development to ensure all teachers are fully qualified to be able to successfully implement school reform strategies. All professional development will be aligned with the needs of the school, DAIT and SIG components. The following strategies will be implemented.

1. All teachers will attend a two week Summer Institute of comprehensive professional development prior to the start of school in August 2010.
2. Two new content expert coaches will be implemented to provide on-going training and support in ELA, math and data analysis.
3. The PLC process will be formally and strategically planned and implemented on a weekly basis to include staff meetings, department collaboration, and professional development.
4. There will be a strong emphasis on teaching and learning through the use of new

technology including Mobi tablets, lap tops, and Immediate Response Clickers in each classroom.

e. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA, hire a "turnaround leader" who reports directly to the LEA, or enter into a multi-year contract with the LEA.

A new governance structure will be adopted to ensure all components of the model are implemented with fidelity. The following structure will be implemented.

1. CVUSD will hire an external "Turnaround Leader" to guide the principal, staff, and provide district support with the monitoring and effective implementation of the WSHS Turnaround plan.
2. The Turnaround Leader will be onsite three days per week to assist with the changes, provide support, and guidance to help increase student academic performance.
3. The Turnaround Leader will report to the Assistant Superintendent of Educational Services at the district office.
4. The Turnaround Leader will be responsible for submitting reports bi-weekly on the progress of the SIG activities
5. The Turnaround Leader will assist with Professional Development for instructional coaches and teachers.

f. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California's adopted academic standards. This includes English-language arts and mathematics core and intensive intervention programs that are SBE-adopted (2001 or later) in kindergarten-grade eight and standards-aligned core and intervention instructional materials in grades nine-twelve.

Research has been conducted to determine the steps that need to be taken to implement a researched based instructional program. The following steps will be implemented.

1. Follow the CDE APS (Academic Program Survey) and Essential Program Components guidelines to ensure the formal development and implementation of a coherent standards-based instructional program at WSHS that meets the needs of ALL students.
2. Add professional development opportunities to assist teachers with understanding, using, and incorporating student data into daily instruction.
3. Provide ongoing data analysis, training, and support.
4. Implement full use of EADMS.
5. Modify the curriculum pacing guides and use of instructional time by adding one period per day for ELA or math.

6. Change the master school schedule to be more effective.
7. Implement additional interventions in ELA and math.

Teachers within the core content areas will meet in teams on a monthly basis to discuss vertical alignment of instruction and materials to the standards and horizontal alignment within content area.

g. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

1. CVUSD Educational Services will conduct consistent formal reviews to ensure a data analysis action plan is embedded and followed as part of the WSHS PLC process. Data analysis includes CST, CELDT, benchmarks and common assessments as well as student grades.
2. The external evaluator, Key Data Systems, will assist in analyzing the student formative and summative assessment data and write recommendations on how the data inform and differentiate instruction through mid-year and end-of-year reports.
3. Periodic reviews will be conducted through the Learning Walk Through process and support provided by the Turnaround Leader, to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and will be modified if deemed ineffective in meeting the needs of students.
4. Periodic reviews of the After School Education and Safety program component as described above.
5. WSHS will phase in the implementation of a school-wide RTI "Response-to-Intervention" model. See Appendix for details on the three tiers and interventions to be offered.

h. Establish schedules and implement strategies that provide increased learning time.

According to research, effective schools focus on organizing time and resources to support academic achievement. Therefore, the following changes will be implemented to modify the instructional schedule and support to better serve the students at WSHS.

Instructional Schedule:
1. Plan an instructional program that utilizes additional instructional minutes for strategic and intensive intervention. WSHS will extend the instructional day by one class period as aligned with a new master schedule format. Seven other Certificated staff members (2 Instructional coaches, 2 Special Ed. Teachers, 2 Counselors) to participate in additional period per day. A total of 10,500 additional minutes over the 175 instructional days of school per year.
2. Develop a master schedule that allows for placement of students into strategic, and intensive intervention classes that include additional instructional time. A new

schedule format will be defined so that course offerings, teacher assignments, and scheduling of students reflect the academic needs of the students (per CDE High School Essential Program component #2 - Student Access to Core Courses). Teachers will be compensated accordingly.

3. Implement strategic and intensive intervention programs.
4. Monitor intervention programs through the use of master schedules, class rosters, and exit rates.
5. Provide a strategic intervention program as an extension of the regular school day for all identified students.
6. Additional homework support, tutoring, and academic support interventions will be offered and aligned with the daily ASES program. (420 hours of additional support).
7. Provide Summer Academy for students who are not proficient in ELA and math.
8. Monitor after school strategic intervention program using assessment results, class rosters, attendance logs, walk-throughs, and exit rates.

Instructional Support:
1. Two Instructional Coaches will be provided for ELA, and math.
2. Design a specific WSHS "coaching" plan to ensure teachers are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.
3. Align pacing guides to match new master schedule format.
4. Implement required course syllabus including course outline, standards, and work to be completed in each course.
5. Increase communication between teacher, parent, and student on state standards, expectations, and test results.

i. Provide appropriate social-emotional and community-oriented services and supports for students.

With district support and guidance, WSHS will develop and implement a plan for providing appropriate social-emotional and community-oriented services and support for students by implementing the following steps.

1. Increase services in the after school program to provide social-emotional and community oriented services.
2. Develop an action plan for family and community engagement.
3. Partner with parents, parent organizations, faith- and community-based organizations, health clinics, other state or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs.
4. Implement approaches to improve school climate and discipline, such as; implementing a system of positive behavioral supports including student recognition and Character-Counts types of programs.

j. Additional Features to be implemented as part of the turnaround model at WSHS

1. Provide additional compensation to attract and retain staff with the skills necessary to meet the needs for the students in the Turnaround Model.
2. WSHS will implement a Response to Intervention (RtI) model for all students.
3. Increase learning time aligned with the ASES program.

iii. Demonstration of Capacity to Implement Selected Intervention Models

Response:

Capacity of the District
As a result of CVUSD being in year three of Program Improvement, CVUSD underwent an in-depth capacity study in 2008. The in-depth evaluation was conducted by Riverside County Office of Education (RCOE) as CVUSD's DAIT provider and trustee. On April 17, 2008, in an initial meeting with the superintendent and full cabinet, RCOE DAIT began working collaboratively with the district to develop the LEA Plan Addendum and District Capacity Study. DAIT and the district staff collected volumes of evidence including board policies, employee contracts, documents, surveys, interview notes, and student achievement data throughout the process, from April until September 2008. The process for determining District Capacity to implement a coherent system for a standards-based instructional program to increase student achievement included all stakeholders, board members, district and site administrators, teachers, clerical support staff, and parents beginning with an orientation to the DAIT process and its purpose. The Capacity Study determined the effectiveness of the district, areas needed for improvement, capacity for growth, and recommendations for improvement.

Below is the demonstration of the capacity of CVUSD to be able to fully implement the proposed SIG program based on the 2008 CVUSD capacity study.

1. Statement of District Capacity for Governance
    a. The CVUSD governing board, superintendent, cabinet, and Education Services cabinet currently have the capacity to raise student achievement as evidenced by the increases made in AYP for 2008 that are significantly greater than in previous years.

2. Statement of District's Capacity for Human Resources
    a. The CVUSD currently has the capacity to implement various recommendations to raise student achievement through recruiting, hiring, training, and retaining highly qualified teachers and administrators. In order to do this, all administrators must be accountable for the role each plays in this process.

3. Statement of District's Capacity for Fiscal Resources
   a. CVUSD has the capacity within fiscal resources to increase student achievement by strengthening its practices as described below.
      i. As the district focuses on student achievement and plans how to fund the new RLA adoption and additional coaches, the superintendent's cabinet and Education Services cabinet must continue to strengthen their collaboration, communication, and teamwork.
      ii. The district should continue to work with the DAIT team on aligning its budget and priorities for improving student achievement. The budget alignment/reallocation process with the DAIT Team should occur at least annually as the district budget for the next fiscal year is developed.

4. Statement of District's Capacity for Academic Alignment
   a. CVUSD established greater district and site monitoring and accountability practices for academic alignment in 2007-2008 in order for the capacity to continue, extend, and sustain these efforts will be greatly strengthened by the continued collaboration with RCOE DAIT.

As a result of the capacity study, the following Five High Leverage Action items were developed and will be integrated into SIG. See section vi. - Aligning SIG Activities with Current DAIT process for the specific details.

The roles and responsibilities of collaborative partners involved in developing and implementing the LEA's SIG plan

As demonstrated by the in depth DAIT and school improvement process that has occurred over the past two years at WSHS, a variety of collaborative partners have been involved in the development of the SIG grant application. Input from parents, students, school staff, community members, and barging unit members have attended various community meetings held about the SIG program. Input from collaborative partners has been integrated in the development and implementation of the SIG goals, activities, and selection of intervention model.

The four main key collaborative partners have documented their involvement in the process and support for the program through their Letters of Support in the appendix.
1. DAIT was involved by providing recommended area for improvement and the Five High Leverage Action Items. DAIT will be responsible for ensuring all DAIT and SIG activities are implemented effectively in accordance with policy.
2. Adrylan Communications, creators of EADMS was involved in the development on the types of data that can be collected and used to support SIG goals. Full EADMS implementation will give teachers the ability to use data effectively to make decisions to help increase student achievement.

3. Key Data Systems was involved with the development of the goals and proposed evaluation plan. Key Data Systems will be the external evaluator to determine the effectiveness of the program.
4. West Shores High School staff, parents, and community were involved by giving valuable input and insight of what needed to be changed at WSHS and the selection of the intervention model. The WSHS community will be involved with the implementation of the SIG activities and Turnaround Model. Additional collaborative partners may be added to the project to help support the program goals and activities.

a. Using SIG funding and all other available resources required to implement the intervention model.

CVUSD will be using SIG funds to fully implement the Turnaround Model at WSHS. SIG funding will be used to:

1. add two additional instructional coaches in ELA, and math,,
2. provide a Turnaround Leader who will assist with model implementation, support, and training,
3. provide one additional Math teacher,
4. provide one additional ELA teacher,
5. increase the homework club by providing two additional teachers per week,
6. implement an intensive two week summer institute of professional development,
7. provide Career Ladder Professional Development and incentives,
8. increase professional development opportunities for staff,
9. provide additional intervention materials,
10. incorporate the use of instructional technology in every classroom.
11. add an additional class period per day for ELA or math,
12. provide Summer Academy for students who are below proficient in ELA and math, and
13. conduct an intensive research based program evaluation.

Additional resources that are needed to help support the full impletion of Turnaround include parent groups, booster clubs, and local community groups near WSHS. These groups will help provide support, input, and services as the model is implemented.

The above-mentioned resources will be used to support the proposed SIG activities and goals. The resources will be used to meet the needs of WSHS and meet the stated program goals.

b. Serving all Tier I schools

CVUSD will be serving West Shores High School, which is the only Tier I school identified in the district.

iv.   Recruitment, Screening, and Selection of External Providers

Response:

CVUSD will hire a Turnaround Leader to provide technical assistance at WSHS. The selection of the Turnaround Leader will follow existing CVUSD district policies, DAIT recommendations, procedures, as well as, specific skills needed to meet the needs of WSHS.

The following steps will be followed to ensure the Turnaround Leader is highly qualified for the changes that need to occur at WSHS.

1. Recruit- the position will be advertised nationally and CVUSD will consult with professional organizations to recruit potential applicants who demonstrate the skills, knowledge, and experience to be able to successfully assist with the implementation of the Turnaround Model.
2. Interview- all potential applicants that meet the qualifications of the position will be interviewed by a panel of District Administrators.
3. Screen- All potential applicants will be fully screened according to current CVUSD standards. Applicants will be screened based on qualifications, academic work experience, experience aligned to intervention models, experience with school improvement models, and experience with improving low performing schools.
4. Review- The packages of the prospective applications will be reviewed by WSHS Leadership Team including: , District administrators including the Director of Testing and Assessment, Director of Secondary Education, Director of Personnel, Director of Secondary Education, Superintendent of schools, and County Trustee. The team will meet, discuss, and score the applicants based on a standardized rubric to determine who will be the best fit for WSHS.
5. Selection-The Turnaround Leader will be selected based on the interview, qualifications, experience, and past success with improving academic achievement.

As a result of the DAIT process, it was recommended the CVUSD utilized outside professional development consultants in the field. These providers are experts in the field and many are state approved providers. Additional support providers such as professional development providers will be screened and selected based on their experience, qualifications, and record of effectiveness in the field.

CVUSD has agreed to contract with Key Data Systems (KDS) for the extensive program evaluation. CVUSD has been working with Key Data Systems for the past nine years on data assessment, student benchmark data, survey design and analysis, and program evaluation. KDS has served many school districts in the state of California with assessment interpretation, research, and evaluation support. The team of evaluators has considerable experience in assessment research and evaluation, with diverse backgrounds including a Senior Program Evaluator for a large school district, a

Research Consultant, and Statistician. All evaluators hold doctoral degrees in Psychology, and have conducted extensive research in K-12 programs. This evaluation team currently serves as external evaluators for several state- and federally-funded programs.

Key Data Systems effectiveness to date include the following:

1. KDS employs four PhD's in Psychology and Research Methods,
2. KDS has provided data and evaluation support to CVUSD and more than 120 districts throughout California for over nine years,
3. KDS has assisted CVUSD and other districts in the DAIT process,
4. KDS has provided evaluation support to several state and federally-funded programs, meeting every deadline and with special recognition for the clarity and comprehensiveness of their reports (including GPRA),
5. KDS researchers and evaluators have more than 45 combined years of research, evaluation, and statistical knowledge, and
6. KDS has a proven record of satisfaction and effectiveness as evidenced by the breadth and length of their relationships with their partners.

All outside support providers will be reviewed and selected by the WSHS Leadership team including: the District Administers including the Director of Testing and Assessment, Director of Secondary Education, Director of Personnel, Superintendant of Schools, and County Trustee. The team will meet, discuss, and score the applicants and external providers based on a standardized rubric to determine who will be the best fit for WSHS.

v.	Alignment of Other Resources with the Selected Intervention Models

Response:

WSHS will fully align all resources to ensure the Turnaround Model is implemented effectively. The following demonstrates that funding, staffing, and materials will be aligned to ensure the needs are met and goals of DAIT and SIG are fully achieved.

Funding

1. Economic Impact Aid funds are already used at the school site and will be used to support instruction, interventions, and academic coaches. (Needs 1, 2, and 5)
2. General Funds will be used to support the entire SIG program and school expenses. (Needs 1-8)
3. Title I will be used for increased alignment with the content standards, staff development, and professional development. (Needs 1, 2, 3 and 6)
4. Migrant funds will be used to support programs specifically for migrant students. (Needs 1,2, 7, 8)
5. Title II, Part A has been used in the past for class size reduction, processional development to help to recruit and retain teachers. (Needs 3

and 6)

6. ASES funding provide additional tutoring and homework assistance opportunities and improve feelings about school during the non-school hours. (Needs 1, 2, 5 and 7)

Staffing

1. Two additional ELA and math teachers will be added to lower the class size in core academic areas to allow for more personal attention and assistance and improved classroom instruction. (Needs 1, 3 and 4)
   a one ELA teachers will be added and
   b one math teachers will be added.
2. Academic coaches will be expanded from one to two total. The coaches will allow the SIG model to be fully implemented, provide better student programs, and more interventions. (Needs 1, 3, and 4) The changes will include
   a. one Literacy Coach providing content support and training in ELA, and
   b. one Math Coach to provide content support and training in math.

Materials to support academic achievement and professional development

1. ELA/ Math Interventions including Read 180, Edge, and Keystone will be integrated into the model. (Needs 1 and 2)
2. Rosetta Stone will be used to help to increase English fluency and understanding. (Needs 1 and 2)
3. CAHSEE Prep in ELA and math to help increase comprehension and pass rate of test. (Needs 1 and 2)
4. Technology material integration into daily use including hardware (scanners, Mobi pads, student response clickers, sound system) and software (Discovery Education, Read 180, Keystone, and Edge) (Needs 1 and 8)

Professional Development

1. Professional development will be conducted for two weeks in the summer as well as ongoing for an additional 12 hours per year. (Needs 1, 3, 4 and 6)
2. Instructional coaches will be on site and provide trainings and assistance for all staff. (Needs 1, 3, 4, and 6)
3. Staff will participate in additional professional development including the Hope Foundation's - Bridging the Gap training and others throughout the year. (Needs 1, 3, 4, and 6)

All the above mentioned resources will be aligned to meet the SIG determined needs and program goals.

vi.	Alignment of Proposed SIG Activities with Current DAIT Process (if applicable)
	Response:

As discussed earlier and demonstrated in the APS survey and DAIT process that CVUSD has occurred during the past two years, major changes need to be made at WSHS. The SIG program is in full alignment with the current DAIT process. The DAIT process has recommended expanded staffing, materials, trainings, and restructuring to be more effective. The DAIT plan and recommendations are aligned with SIG by integrating the activities of DAIT into the proposed plan, as well as, integrating the Five High Leverage Action Items into the SIG turnaround plan. The DAIT team will monitor the progress of the high leverage action items.

Five High Leverage Action Items

1. Implement SBE Corrective Action F, "Institute and fully implement a new curriculum that is based on state academic content and achievement standards, including providing appropriate professional development based on scientifically-based research for all relevant staff that offers substantial promise of improving educational achievement for high priority pupils."
   a. Full implementation of the curriculum will be met through full implementation of the nine Essential Program Components (EPCs) for instructional success.
   b. In 2007 mathematics programs were implemented in all K-12 classrooms by SB472-trained teachers who have new district pacing guides with aligned benchmark assessments.
   c. Monitoring of this new adoption's implementation especially for English Learners and Students with Disabilities will be completed by district and site administrators.
   d. In late fall 2008, the district began the adoption process for the new RLA programs with special consideration for the best materials for English Learners, Students with Disabilities, and those needing intervention.

Action #1 is linked to SIG activities by meeting needs 1-8 to ensure all students have access to state approved core ELA and math curriculum and interventions.

2. Hold all district office and site staff accountable for increased student achievement in reading/English language arts and mathematics.

   a. Establish a system of accountability with clearly stated staff responsibilities for attaining specific student achievement.

   b. Continue increased monitoring of the instructional program implementation with continued site and classroom visits to monitor full implementation of the curriculum and nine EPCs.

   c. Monitor the success of these efforts through district and site staff participation in on-going analyses of student assessment data.

Action # 2, is linked to SIG activities by meeting needs 1, 3, 4, 5 and 6 to increase the accountability of all staff for improved academic achievement, increased alignment of resources, and increased staff effectiveness.

3. Increase the degree and quality in use of data and district data system.

    a. Provide an intensive professional development program to include increasing teachers' and administrators' abilities to navigate the system, generate reports, disaggregate data, and produce and score standards-aligned assessments.

    b. Review and revise district benchmark and curriculum-embedded assessments to ensure full alignment to grade level ELA and mathematics standards and pacing guides.

    c. Provide district administrators and all sites structured, systematic professional development in the collaborative group process using Professional Learning Communities (PLC).

Action # 3 is linked to SIG activities by meeting needs 2, 3, and 4 by increasing the knowledge, use and application of data, district data systems, and capacity to improve and modify instruction.

4. Provide all students full access to the core curriculum in reading/English language arts and mathematics including strategic intervention for all students within two years of grade level and intensive intervention for all students two or more years below grade level.

    a. This includes using assessments to appropriately place, monitor, and exit English Learners, Students with Disabilities, and all high priority students in interventions by providing specific additional instructional time according to EPC 2 and fully using adopted intervention programs.

    b. English Learners will receive structured ELD instruction for 45 minutes daily at K-6 and through an additional class period as appropriate to their needs at 7-12.

Action #4 is linked to SIG activities by meeting needs 1, 2, 5, 6, 8 by aligning resources for full access to core curriculum, restructuring the school day, increased staff effectiveness, and increasing educational materials.

5. Provide all district staff professional development for the new mathematics and current/new RLA adoptions.

    a. Include follow-up through site coaching (teachers and principals) and monitoring to support full implementation with emphasis on building

PLCs consistently and fully functioning at all sites.

b. Staff development for administrators to support and monitor strategies learned to support increased learning of English Learners and Students With Disabilities.

c. Participation by all teachers and district and site administrators in professional development designed to support Corrective Action F, implementation of 2007 Mathematics and 2008 RLA adoptions, including SB472 ELPD.

Action #5 is linked to SIG activities by meeting needs 1, 2, 3, 5, and 6 by aligning resources, increasing professional development for core adoptions, modifying the school day to be more effective, and increasing staff effectiveness.

The DAIT process has helped to inform then selection of intervention model based on DAIT recommendations and the Five High Leverage items. The DAIT process, SIG need assessment, student test scores, school and student and data, and input received from the parents, students, partners, and community helped determine the selection of the intervention model that would best fit the needs of WSHS.

vii.	Modification of LEA Practices or Policies

Response:

As a result of the exhaustive DAIT process and SIG needs analysis process, it has been determined there are no major policy changes that need to be done in order to fully implement the proposed turnaround model. However, CVUSD would like to enhance the existing policies in place as a result of SIG funding. CVUSD would like to increase professional development and support for teachers to increase academic achievement, increase parent involvement, and increase stakeholder involvement.

viii.	Sustainment of the Reforms after the Funding Period Ends

Response:

CVUSD has developed a solid plan to sustain the reform efforts after the SIG funding ends. CVUSD will be applying for the wavier to extend the funding through September 30, 2013.

The following resources will be used to sustain the reform efforts.
1. General funds and Title I funds to support implemented school activities and interventions.
2. The DAIT Five High Leverage Actions will be fully integrated in the SIG process and will continue to be used at WSHS.
3. California's After School Education and Safety (ASES) program is an ongoing program and funding source. The funding for this program will

continue beyond SIG funds allowing for the additional homework time, tutoring time, and academic support interventions to continue.
4. Ed Services plan and goals will continue to be used at the site to include the process and protocols to fully implement the core curriculum, PLC, walk through, professional development plan, Instructional Coaching model, standards based assessments, and teacher accountability.
5. Staffing at the site will continue and additional funding will be found to keep the two additional instructional coaches.
6. The process for delivering collaborative job-embedded professional development to increase teacher and leader effectiveness will help staff internalize changes so they will become part of daily practices.
7. As a result of the SIG process and positive changes that will occur, the overall school environment will increase resulting in better school culture and respect.
8. WSHS will have increased accountability, commitment, and more highly qualified teachers.

As a result of the three years of SIG funding, the changes that will occur will be integrated into the school day and will internalized and become second nature, allowing them to continue after funding has ended. Changes such as the modified calendar, an additional class period, and interventions will continue. Changes such as the use and frequency of data collection, PLC, walk throughs, and professional development will still continue to drive the instruction and improve student achievement.

ix.	Establishment of Challenging LEA Annual School Goals for Student Achievement

Response:

Annual Achievement Goals and Evaluation Methods
Measurable annual goals for student achievement have been established and listed below for monitoring the Tier I school that CVUSD commits to serve. The annual student achievement goals are based on the state's assessments and district developed benchmark assessments in Reading/Language Arts (RLA) and math, school accountability measures, including Adequate Yearly Progress (AYP) for ELA and math and Academic Performance Index (API). The goals described below are identified for each school, in the case of this application, West Shores High School only. Both summative and formative evaluations will be conducted to examine program implementation, effectiveness, and assist in the process of making data-driven decisions for program modification.

Goal #1: Reduce the percent of students who are below grade level/not proficient in RLA or math by 10% or more from the prior year.
Goal #1a: Reduce the percent of students who are non-proficient on the California Standards Test (CST) in English Language Arts (ELA) or math by 10% or more from the prior year.

Goal #1b: Reduce the percent of students who are non-proficient on district developed benchmark assessments in ELA or math by 10% or more from the prior year.
Methods: Student scores on CST ELA and math will be collected annually at the End-of-Year (EOY). The scores for the last assessment of district developed benchmark assessment in a school year will also be collected for ELA and math at the EOY each year. Frequencies and percentages will be computed for the students who fall below proficient levels on each test respectively, and will be compared to results from the prior year.

Goal #2: For English language learners (ELL), increase the percent of students at early advanced or advanced levels on California English Language Development Test (CELDT) by 10% or more from the prior year.
Methods: ELLs' CELDT scores will be collected annually in the fall of each project. Frequencies and percentages will be computed for the students who achieve early advanced or advanced levels on the test, and will be compared to results from the prior year.

Goal #3: For students who are two or more years below grade level on RLA or math, accelerating their progress in one school year.
Goal #3a: For students who are two or more years below grade level on CST ELA or math, progress will be accelerated at a rate of two years academic growth in one school year.
Goal #3b: For students who are two or more years below grade level on district developed benchmark assessments in ELA or math, progress will be accelerated at a rate of two years academic growth in one school year.
Methods: Students who are two or more years below grade levels on CST or district benchmark assessments in ELA or math will be identified. Their academic achievement growth will be tracked in each project year by comparing their EOY test scores to those in the prior year. The one year academic growth will then be compared to the rate of two years' academic growth.

Goal #4: By project close, first-attempt passing rates on California High School Exit Exams (CAHSEE) ELA and math will increase by 15%.
Methods: Grade 10 students' scores on CAHSEE will be collected annually at the EOY. Percentages of students who pass the exam will be computed and compared to results for the prior year.

Goal #5: By project close, graduation rate will increase by 5% or more.
Methods: High school graduation rates will be collected at the EOY in each year. The graduation rate in the last project year will be compared to the baseline rate (i.e., the rate for the year before the project starts).

Goal #6: By project close, percent proficient AYP requirements in ELA and math will be met for students overall and subgroups including EL, students who are socio-economically disadvantaged (SED; indicated by NSLP status), and students with disabilities (SWD).

Methods: AYP percent proficient on ELA and math will be computed based on 10th grade CAHSEE at the EOY in each year for students overall in West Shores High School and subgroups (EL, SED, and SWD). These percentages for the last project year will be compared to the baselines (i.e., the percentages for the year before the project starts).

Goal #7: By project close, API growth of 30 points or more will be made for students overall and subgroups including EL, SED, and SWD.
Methods: API will be obtained annually from the DataQuest by CDE at the EOY for students overall in West Shores High School and subgroups (EL, SED, and SWD). The API of the last project year will be compared to the baseline (i.e., the API of the year before the project starts).

Monitoring Plan on Implementation and Progress toward Goals
Program implementation and progress will be monitored by collecting data on multiple aspects of the program, data analysis, and creating mid-year and annual reports that involve both summative and formative evaluations. The reports will be made available to all stakeholders in both electronic and hard copy formats. They will also be available for download on the District and evaluator's websites to provide access to community members as well. Only data collected throughout the year on an on-going basis will be available in the mid-year report. All results referred to below will be included in the annual report. Following presentation of the annual report, the district program advisory team and principals will meet with the evaluator to discuss the recommendations made in the report, determine progress toward stated objectives, and discuss possible needed changes to the program for correction with the ultimate goal of meeting or exceeding all goals.

1. Measures and Data
   All data listed below will be collected to measure implementation and monitor progress toward program goals.
   Student Academic Achievement. The data collection and analysis methods are described above under the goals.
   Student School Attendance. School attendance will be recorded by classroom teachers and will be reviewed and analyzed regularly to track changes over time. A decline in attendance rate of 20% or more per classroom will result in program advisory team and principals' discussion about actions that need to be taken to increase student attendance. Attendance will be monitored on an on-going basis and results will be communicated in the mid-year and annual reports.
   Number of Instructional Minutes. The number of instructional minutes will be recorded by classroom teachers and will be reviewed monthly. The total number of instructional minutes will be computed at the EOY annually. The results will be graphed for each month across the school year and communicated in the mid-year and annual reports.
   Fidelity of Implementation of Curriculum. Teacher implementation of the core curriculum will be assessed using two measures. Teacher lesson plans will be evaluated for the extent to which the lesson plan is aligned with the curriculum. Moreover, classroom observations (Appendix C) will be conducted by principals to measure

curriculum delivery, instructional skills, and student engagement. Both measures will be collected for each teacher at the beginning-of-year (BOY) and EOY. A composite score will be computed to determine the implementation level (5-point scale with 1 and 5 for the lowest and highest levels, respectively) by averaging the scores of the two measures. Frequencies and percentages will be calculated for different implementation levels and presented graphically for ease of understanding and interpretation. Results will be disaggregated by grade level given adequate sample size. All results will be communicated in the mid-year and annual report.

Teacher effectiveness. Teacher effectiveness, specifically the mastery of advanced instructional skills and the skills aligned with the California Standards for Teaching Profession (CSTP; Appendix C), will be measured using principals' classroom observations as described earlier for evaluating teacher implementation of curriculum, teacher evaluations based on the CSTP conducted by the principals (Appendix C), curriculum embedded assessments, and student academic growth over a year (average percent of students at basic or below levels making gains on CST and those already at proficient or above levels maintaining the same levels). Multiple rating categories will be used in these measures (e.g., 1-4 point scale with 1 for the lowest and 4 for the highest performance level). An overall score of teacher effectiveness will be computed as the weighted average of the five measures with student growth counting the highest weight (40%). The data will be collected at the BOY and EOY of each year. Frequencies and percentages will be calculated for different levels of teacher effectiveness. The distribution of teachers by their effectiveness or performance level on this teacher evaluation system will be graphed. Results will be disaggregated by grade level given adequate sample size. All results will be communicated in the mid-year and annual report.

Principal Effectiveness. Principal effectiveness, essentially educational leadership, will be assessed using district evaluation of principals' administrative skills (Appendix C), district observation of school management, and student academic growth as described above for teacher assessment. The same procedure for creating composite scores of teacher effectiveness will be used for principal effectiveness. The data will be collected at the BOY of the first year and EOY of each year. Results will be communicated in the annual report.

Teacher Participation at Professional Learning Communities (PLC). Teacher attendance will be collected at every group meeting using sign-in sheets. Data will be reviewed regularly and analyzed to track changes over time. Attendance will be monitored on an on-going basis and results will be communicated in the mid-year and annual reports.

Teacher Retention Rates. The California Longitudinal Teacher Information Data Education System (CALTIDES) will be used to pull data on the years the teacher has been teaching in the school. The number of high-quality teacher (i.e., at top two performance levels of teacher effectiveness as described above) retained in the school for one, two, or three years will be counted separately among all teachers for computing the teacher retention rates. The results will be presented in the annual reports.

Staff Program Satisfaction. Staff Program Satisfaction Surveys will be administered in the BOY of the first year and at the EOY each year to all participating staff members and will assess their perceptions of the program implementation and

effects including the professional development institute, PLC, RTI process, one-class period extension, and other program components. Responses will be evaluated to determine whether program modifications need to be made in regard to curriculum, professional development, communication, and other factors related to program performance. Both multiple choice and open-ended questions will be used. Frequencies and percentages will be calculated for multiple choice responses and presented graphically for ease of understanding and interpretation. Open-ended responses will be qualitatively analyzed for themes and bulleted in the annual report. Results will be disaggregated by grade level given adequate sample size. All results will be communicated in the annual report.

   Student Perceptions of the Program and Academic Achievement. A student survey (Appendix C) will be administered at the BOY of the first year and the EOY annually to all students and will assess student perceptions of the program implementation including classroom instruction, standards-based curriculum delivery, support by teachers, the one-class period extension, the summer academy, and their academic achievement and aspiration in general. Responses will be evaluated to determine whether program modifications need to be made in regard to curriculum, program implementation, and other factors related to program performance. Both multiple choice and open-ended questions will be used. Frequencies and percentages will be calculated for multiple choice responses and converted into histograms or pie charts for ease of understanding and interpretation. Open-ended responses will be qualitatively analyzed for themes. Results will be disaggregated by grade level. All results will be communicated in the annual reports.

   Parent Program Awareness. A parent survey will be administered at the EOY annually to assess parental awareness of the school improvement programs, services offered by the program, and general awareness of the importance of academic achievement. The survey will be sent to parents or legal guardians of students. Responses will be evaluated to determine whether changes need to be made in regard to awareness and community outreach, and other factors related to program performance. Both multiple choice and open-ended questions will be employed. Frequencies and percentages will be calculated for multiple choice responses and converted into histograms or pie charts for ease of understanding and interpretation. Open-ended responses will be qualitatively analyzed for themes. All results will be communicated in the annual report.

   Additional Data Elements. Besides the data described above, a few other data elements of the nine leading indicators identified by ED in its January 20, 2010 SIG guidance will also be collected. They are student participation rates on CST ELA and Math for all students and by subgroup, dropout rates, number of students completing advanced coursework (i.e., AP/IB), number of student discipline incidents (i.e., suspensions) and truants, and teacher attendance rate. These data will be collected at the EOY of each project year and presented in the annual report.

2. Data Collection Timeline and Personnel
   Please See Data Collection Timeline Matrix in Appendix C for complete timeline and personnel for the data collection.

3. Reporting Results

Reporting Formative and Summative Results

Mid-year and annual reports will be prepared and presented to program staff to provide both formative evaluation feedback for modifications and summative feedback to track progress toward meeting program goals and objectives. The evaluation will examine program implementation, program effectiveness, and assist in the process of making data-driven decisions for program modification.

Both oral and written presentations of findings will be made on an on-going, as needed basis and made available to all major stake-holders including staff, administrators, board members, collaborators, teachers, students, parents, and the community by posting the reports on the District and evaluator's websites. A more in-depth presentation of findings will be made at the end of each funded school year and upon completion of the grant. Electronic or hard copies (per preference) of the written report of findings will also be provided to the District. Additionally, CDs containing the report can be provided to all interested and authorized persons upon request. Beyond presenting and disseminating the findings locally to the district, attempts will also be made to have the results from the evaluation published in a scholarly, peer-reviewed journal. This will allow for replication of the program outside of the District.

Reporting Accountability Data to the CDE

The external evaluator and District Testing and Assessment/State and Federal Projects department will be the key group responsible for documenting the progress of the project and submitting reports by the deadline. The annual accountability data reported to the CDE will include a) Fiscal information on the use of grant funds provided under ESEA Section 1003(g); b) Measures to demonstrate implementation of the research- and evidence-based strategies identified in the grant application as described in the earlier section; c) The number and percentage of students who score proficient in reading/language arts and mathematics, as measured by CST, both overall in CVUSD and for West Shores High School; and d) Whether West Shores High School has made AYP and moved out of PI.

In addition to using accountability data, we will also respond to any specific data requests from the ED. We will report data for the nine leading indicators identified by ED in its January 20, 2010 SIG guidance that the CDE will review.

4. Continuous monitoring and data-driven improvement process

The district advisory team will be responsible for monitoring the implementation and progress of the project, assisting in the design, and dissemination of the evaluation results to the school site as part of their local evaluation plan. To fulfill the program monitoring purposes, the evaluator will review data regularly and write recommendations to the school and the district for program improvement through mid-year and end-of-year reports. The advisory team keeps ongoing communications through monthly meetings and electronic mail. At mid-year of each funded year, the advisory team, administrators, program staff, and the evaluators will meet to review the mid-year report and discuss whether program changes are needed for course correction purposes. Again, after the end-of-year presentation of findings is made, the advisory team, administrators, program staff, and the evaluators will discuss areas of weakness

that may indicate modifications to the program are needed.

5. Lead program evaluator

Key Data Systems (KDS) will serve as the external program evaluator. KDS has served many school districts in the state of California with assessment interpretation, research, and evaluation support for the past nine years. The team of evaluators has considerable experience in assessment research and evaluation, with diverse backgrounds including a Senior Program Evaluator for a large school district, and a Research Consultant and Statistician. All four evaluators hold doctoral degrees in Psychology, and have conducted extensive research in both K-12 programs. This evaluation team currently serves as external evaluators for several state- and federally-funded programs.

x.	Inclusion of Tier III Schools (if applicable)
	Response: CVUSD will not be serving any Tier III schools as part of this application.

xi.	Consultation with Relevant Stakeholders
	Response: **a. Consultation with relevant stakeholders** CVUSD has consulted with relevant stakeholders to solicit input for the SIG application and intervention model as part of the SIG process, as well as, part of the DAIT process. The input received has played a major role in the selection of the intervention model, goals, activities to be implemented, services to be provided, and changes that will occur. The following meetings were held to gain input about the SIG process. 1. A staff meeting at WSHS was conducted on March 24th to discuss changes that needed to occur and to gain input. The meeting was attended by all 25 WSHS staff and was facilitated by the Superintendent, Ricardo Z. Medina and Principal, Leigh Schwartz. 2. Two community meetings were held on March 30th with the WSHS School Site Council (SSC) and members of the community. The first meeting was with the SCC and then a general meeting was held to discuss the SIG progress, changes that needed to occur, types of services that needed to be offered, and input was received. The meetings were facilitated by Superintendent, Ricardo Z. Medina and Principal, Leigh Schwartz. Over 100 interested parents, students, barging union members, and community members were present at the meeting. 3. A community wide meeting was held on May 25, 2010 with members of the English Language Advisory Committee (ELAC), District English Language Advisory Committee (DELAC), SCC, community partners, and other interested parents, students, and community members to discuss the proposed SIG plan. The meeting was facilitated by the Director of State

and Federal Projects/ Testing & Assessment, Dr. Paul Grafton and Principal, Leigh Schwartz. Over 110 interested parents, students, barging union members, and community members were present at the meeting and support the SIG plans.

4. An informal meeting with the bargaining unit was held on May 26, 2010 and was facilitated by Assistant Superintendent, Rick Alvarez and the Director of Testing & Assessment/State and Federal Projects, Dr. Paul Grafton.

b. As a result of the various meetings described above the following input was received and integrated into the SIG application.

All parents, students, school, and community members who attended the meetings were very interested in the changes for WSHS as demonstrated by the number of the collaborative signatures received (Form 2). All members agree significant changes need to be made and are excited for the changes to occur. The changes will help increase student achievement and make WSHS a better school. The interested parties rejected the idea of school closure or restructuring. According to the parents, students, and community, the activities of the Turnaround Model were the best fit for WSHS. At the meetings, the following input was received and integrated into the SIG program.

- Changes need to occur at WSHS to increase student achievement.
- ELA and math support and interventions are the greatest needs.
- WSHS needs to focus on state accountability measures and the core curriculum.
- ELA and math core curriculum needs to be better implemented at WSHS.
- The current master calendar does not make sense and needs to be modified.
- WSHS needs to increase parent involvement and support.
- Parents and students need to be better informed on state testing and student expectations.
- More resources and time needs to be available for homework and tutoring.
- Professional development needs to be increased and more consistent.
- External support providers are needed to help make changes.
- The overall school environment needs to be improved.
- Students and teachers need additional materials, resources, and technology to meet instructional objectives.

c. The following input was received but was not included in the application under the following rational.

All input that was received was reviewed and was integrated into the proposed SIG program. The community agrees that changes need to be made to improve WSHS and are supportive and enthusiastic to see positive changes made to increase student achievement, improve academic instruction, provide additional interventions, and improve teacher quality and effectives.

SIG Form 4a–LEA Projected Budget

LEA Projected Budget

Fiscal Year 2009–10

Name of LEA: Coachella Valley Unified School District	
County/District (CD) Code: 33-73676	
County: Riverside	
LEA Contact: Dr. Paul Grafton	Telephone Number: (760) 399-5137 ext 339
E-Mail: paulg@cvusd.us	Fax Number: (760)399-5418
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–1999	Certificated Personnel Salaries	0	0	0
2000–2999	Classified Personnel Salaries	0	0	0
3000–3999	Employee Benefits	0	0	0
4000–4999	Books and Supplies	0	0	0
5000–5999	Services and Other Operating Expenditures	$337,042	$381,577	$381,576
6000–6999	Capital Outlay	0	0	0
7310 & 7350	Transfers of Indirect Costs	$ 69,261	$70,242	$70,242
7370 & 7380	Transfers of Direct Support Costs	0	0	0
Total Amount Budgeted		$406,303	$451,819	$451,818

SIG Form 4b–School Projected Budget

School Projected Budget

Fiscal Year 2009–10

Name of School: West Shores High School	
County/District/School (CDS) Code: 33-73676-3330354	
LEA: Coachella Valley USD	
LEA Contact: Dr. Paul Grafton	Telephone Number: (760) 399-5137 ext. 339
E-Mail: paulg@cvusd.us	Fax Number: (760)399-5418
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–1999	Certificated Personnel Salaries	$568,527	$760,518	$760,518
2000–2999	Classified Personnel Salaries	$40,984	$40,984	$40,984
3000–3999	Employee Benefits	$130,544	$192,570	$192,570
4000–4999	Books and Supplies	$492,241	$220,776	$220,776
5000–5999	Services and Other Operating Expenditures	$4,785	0	0
6000–6999	Capital Outlay	$23,283	0	0
7370 & 7380	Transfers of Direct Support Costs	0	0	0
Total Amount Budgeted		$1,260,364	$1,214,848	$1,214,848

SIG Form 5a -LEA Budget Narrative

LEA Budget Narrative

Provide sufficient detail to justify the LEA budget. The LEA budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include LEA budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
FY 2010-11 **Turnaround Leader** – monitor implementation of all activities described in the grant, provide professional development, work with administration and leadership. $475 per day x 3 days per week x 35 weeks = $49,875.00 **Sub-total for Turnaround Leader**	$ 49,875.00	5800
Professional Development Consultants: $150 per day x 10 days x 37 staff members=$55,500 Hope Foundation –Bridge the Achievement Gap $6,500 per day x 10 days=$65,000 **Sub-total for professional development**	$ 120,500.00	5800
Outside Evaluator (Key Data Systems) for SIG Program - up to 10% of Year 1 budget allocation 10% X $1,666,667=$166,667.00 **Sub-Total for Outside Evaluator**	$ 166,667.00	5800
Indirect Costs at 4.4% of total SIG FY 2010-11 funds (LEA and West Shores High School) Refer to Form 4a LEA Object codes 1000-5999 total $337,042 x.044=$14,830.00 (rounded) Refer to Form 4b School Object codes 1000-3999 total $1,237,081 x .044=$54,431.00 (rounded) Total Indirect for LEA and School Site West Shores High School =$69,261.00 (rounded)	$ 69,261.00	7310

Sub-total for "Indirect Costs" (rounded) **Total LEA budget for FY 2010-11 $406,303.00**		

FY 2011-12 **Turnaround Leader** – monitor implementation of all activities described in the grant, provide professional development, work with administration and leadership. $475 per day x 3 days per week x 35 weeks = $49,875 **Sub-total for Turnaround Leader**	$ 49,875.00	5800
Professional Development Consultants: $171 per day x 15 days x 39 staff members=$100,035		5800
Hope Foundation –Bridge the Achievement Gap $6,500 per day x 10 days=$65,000 **Sub-total for professional development**	$165,035.00	5800
Outside Evaluator (Key Data Systems) for SIG Program - up to 10% of Year 2 budget allocation 10% X $1,666,667=$166,667.00 **Sub-Total for Outside Evaluator**	$ 166,667.00	5800
Indirect Costs at 4.4% of total SIG FY 2011-12 funds (LEA and West Shores High School) Refer to Form 4a LEA Object codes 1000-5999 total $381,577 x.044=$16,789.00 (rounded) Refer to Form 4b School Object codes 1000-3999 total $1,214,848 x .044=$53,453.00 (rounded) Total Indirect for LEA and School Site West Shores High School =$70,242.00 (rounded) **Sub-total for "Indirect Costs" (rounded)**	$70,242.00	7310
Total LEA budget for FY 2011-12 $451,819.00		

FY 2012-13 **Turnaround Leader** – monitor implementation of all activities described in the grant, provide professional development, work with administration and leadership. $475 per day x 3 days per week x 35 weeks = $49,875 **Sub-total for Turnaround Leader**	$ 49,875.00	5800
Professional Development Consultants: $171 per day x 15 days x 39 staff members=$100,035		5800
Hope Foundation –Bridge the Achievement Gap $6,500 per day x 10 days=$65,000 **Sub-total for professional development**	$165,035.00	5800
Outside Evaluator (Key Data Systems) for SIG Program - up to 10% of Year 3 budget allocation 10% X $1,666,666=$166,666.00 **Sub-Total for Outside Evaluator**	$ 166,666.00	5800
Indirect Costs at 4.4% of total SIG FY 2012-13 funds (LEA and West Shores High School) Refer to Form 4a LEA Object codes 1000-5999 total $381,576 x .044=$16,789 (rounded) Refer to Form 4b School Object codes 1000-3999 total $1,214,848 x .044=$53,453 (rounded) Total Indirect for LEA and School Site West Shores High School =$70,242.00 (rounded) **Sub-total for "Indirect Costs" (rounded)**	$ 70,242.00	7310
Total LEA budget for FY 2012-13 $451,818.00		

SIG Form 5b–School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: West Shores High School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
FY 2010-11 **Instructional Coaches:** Duties and services to be performed - Coach teachers, provide professional development, conference with teachers in PLC process, demonstrate lessons in Best Instructional Practices, data analysis of district mandated benchmarks and state mandated tests, mentor teachers, and work with individual students 2 Full-Time Instruction Coach at salary x $86,400 each =$172,800 Total instructional coach salaries = $172,800		1900
Benefits on Coach salaries of $172,800 Rate Description Amount Object Code 0.08250 STRS $14,256.00 3101 0.01450 Medicare $ 2,505.60 3321 0.00720 Unemployment $ 1,244.16 3501 0.02728 Wcomp $ 4,713.98 3601 0.02296 OPEB $ 3,967.49 3701 $16,188 X 2 Health/Welfare $32,376 3401 Total (rounded) $59,063 (rounded)		3000-3999
Sub-total for Instructional Coaches	**$231,863.00**	

Two Weeks Professional Development for all staff -
ELA and Math standards in research based best
practices and curriculum and instruction:

28 certificated staff x $350 per day x 10 Days=$98,000

Fixed costs for certificated professional development:

Rate	Description	Amount	Object Code
0.08250	STRS	$8,085.00	3101
0.01450	Medicare	$ 1,421.00	3321
0.00720	Unemployment	$ 705.60	3501
0.02728	Wcomp	$ 2,673.44	3601
0.02296	OPEB	$ 2,250.08	3701
Total fixed costs		$15,135.00 (rounded)	

9 classified staff @ $22 per hour extra duty pay x 80
hrs=$15,840

Fixed Costs for $15,840 classified extra duty pay

Rate	Description	Amount	Object Code
0.09709	PERS	$1,537.91	3212
0.06200	OASDI	$ 982.08	3312
0.01450	Medicare	$ 229.68	3322
0.00720	Unemployment	$ 114.05	3502
0.02728	Wcomp	$ 432.12	3602
0.03311	PERs Reduction	$ 524.46	3802
0.02296	OPEB	$ 363.09	3702
Total (rounded)		$ 4,183.00 (rounded)	

Sub-total for Professional Development   **$133,158.00**

Homework Club: Work with at risk students below
proficiency in English/Language Arts and Math
2 teachers x 2 hrs per day x 3 days per week x 35
weeks= 420 hrs x $37.04 per hr=$15,557.00 (rounded)

Benefits on $15,556.80

Rate	Description	Amount	Object Code
0.08250	STRS	$ 1,283.44	3101
0.01450	Medicare	$ 225.57	3321
0.00720	Unemployment	$ 112.01	3501
0.02728	Wcomp	$ 424.39	3601
0.02296	OPEB	$ 357.18	3701
Total (rounded)		$2,403.00	

Sub-total for Homework Club (rounded)   **$ 17,960.00**

Object codes (right margin): 1140, 3000-3999, 2400, 3000-3999, 1120, 3000-3999

Intervention Materials - Read 180, Keystone, and
EdgeMiddle School Materials:
Description
Qty   Unit Price   Total
Complete Package 30 Licenses for Read 180 and System 44
1    $25,755 $25,755
Read 180 EE Stage B, 30 additional licenses
1    $14,000 $14,000
Read 180 CA EE Stage B rBook, Student Edition
15    $ 27.20 $ 408
Read 180 CA EE Stage B LBook, Student Edition
15    $ 16.30 $ 244.50
High School Materials:Description
Qty   Unit Price   Total
Complete Package Read 180 Stage C Enterprise Edition 60
licenses
1    $31,450 $31,450
Read 180 EE Stage C upgrade package including System 44
1    $ 8,000 $ 8,000
CA System 44: 10 additional student software licenses
2    $ 5,500 $11,000
Stage C L Book Student Worktext
30    $ 14.95 $ 448.50Premium Product Maintenance
and Support Plan 1 $ 2,500 $2,500
Shipping and Handling $ 40.20
Sales Tax $7,989.28
Total for Middle and High School Intervention Materials
$101,835.00

Sub-total for Intervention Materials	**$101,835.00**	4100
Supplemental Instructional Materials 21 classroom x $3,923.24= $82,388.00 rounded		
Sub-Total for Instructional Materials	**$82,388.00**	4300
Technology - To improve instruction and improving academic achievement		
Mobi Interwrite Pad for 21 classrooms x $400 each= $8,400		4300
Scanners at $600 each x 21 classroom = $12,600		4300
Laptops for 21 teachers/classrooms x $1,500=$31,500		4400
1 set Immediate Response Clickers at $2,100 each x 21 classrooms=$44,100		4400
Redcat Sound System at $1,200 each x 21 classrooms=$25,200		4400
350 Laptops for students x $500 each = $175,000		4400

Distance Learning Technology Hardware & Software:

2 LifeSize Express 220 w/No Multipoint, MicPod-desktop microphone x $6,036 each=$12,072

6400

1 LifeSize Team 220 w/4-Way Multipoint, Speakerphone at $11,211 each

6400

1 60" LCD x $2,395 each

4400

2 52" LCD x $1,399 each=$2,798

4400

3 Flatmagic Carts x $1,350 each = $4,050

4400

1 year Support package for Distance Learning X $1,975

4400

Distance Learning Professional Services for the deployment, configuration, and training of Digital Learning
Hardware and Software Package $4,785

5800

Sub-Total for Technology $ 336,086.00

Additional Instruction Time: 1 additional period per day to work with students in English/Language Arts and Math
28 teachers x 1 additional period at $34.83 x 175 days=$170,667.00

1120

Benefits on $170,667.00

Rate	Description	Amount	Object Code
0.08250	STRS	$ 14,080.03	3101
0.01450	Medicare	$ 2,474.67	3321
0.00720	Unemployment	$ 1,228.80	3501
0.02728	Wcomp	$ 4,655.80	3601
0.02296	OPEB	$ 3,918.01	3701
Total (rounded)		$26,357.00 (rounded)	

3000-
3999

7 other Certificated staff members (2 Instructional coaches, 2 Special Ed. Teachers, 2 Counselors) to participate in additional period per day. Will be paid as increase in salary at an average of $15,929 each x 7=$111,503

1100

Benefits on $111,503.00

Rate	Description	Amount	Object Code
0.08250	STRS	$ 9,199.00	3101
0.01450	Medicare	$ 1,616.79	3321
0.00720	Unemployment	$ 802.82	3501
0.02728	Wcomp	$ 3,041.80	3601
0.02296	OPEB	$ 2,555.01	3701
Total (rounded)		$17,215.00 (rounded)	

3000-
3999

3 Classified Instructional staff members to participate in additional period per day. Will be paid as a salary increase average of $8,381.34 x 3=$25,144.00 rounded		2100

Benefits on $25,144.00 classified extra pay

Rate	Description	Amount	Object Code
0.09709	PERS	$ 2,441.23	3212
0.06200	OASDI	$ 1,558.93	3312
0.01450	Medicare	$ 364.59	3322
0.00720	Unemployment	$ 181.04	3502
0.02728	Wcomp	$ 685.93	3602
0.03311	PERs Reduction	$ 577.31	3802
0.02296	OPEB	$ 378.52	3702
Total (rounded)		$ 6,188.00 (rounded)	

3000-3999

Sub-Total for Additional Instruction Time (rounded)   **$ 357,074.00**

Total School Budget for 2010-11 $1,260,364.00

FY 2011-12

Instructional Coaches:
Duties and services to be performed - Coach teachers, provide professional development, conference with teachers in PLC process, demonstrate lessons in Best Instructional Practices, data analysis of district mandated benchmarks and state mandated tests, mentor teachers, and work with individual students
2 Full-Time Instruction Coach at salary x $86,400 each =$172,800
Total instructional coach salaries = $172,800   1900

Benefits on Coach salaries of $172,800

Rate	Description	Amount	Object Code
0.08250	STRS	$14,256.00	3101
0.01450	Medicare	$ 2,505.60	3321
0.00720	Unemployment	$ 1,244.16	3501
0.02728	Wcomp	$ 4,713.98	3601
0.02296	OPEB	$ 3,967.49	3701
$16,188 X 2	Health/Welfare	$32,376.00	3401
Total (rounded)		$59,063 (rounded)	

3000-3999

Sub-total for Instructional Coaches   **$231,863.00**

Additional Teachers:
Lower class size in core academic areas
English/Language Arts and Math.
1 Math teachers x approx. salary $86,400 = $86,400
1 ELA teachers x approx. salary $86,200 = $86,400

Total additional teacher salaries $172,800   1100

Benefits on teacher salaries of $172,800

Rate	Description	Amount	Object Code
0.08250	STRS	$ 14,256.00	3101
0.01450	Medicare	$ 2,505.60	3321
0.00720	Unemployment	$ 1,244.16	3501
0.02728	Wcomp	$ 4,713.98	3601
0.02296	OPEB	$ 3,967.49	3701
$16,188 X 2	Health/Welfare	$32,376.00	3401
Total (rounded)		$ 59,063 (rounded)	

3000-3999

Sub-Total for additional teachers (rounded) $ 231,863.00

Homework Club: Work with at risk students below proficiency in English/Language Arts and Math
2 teachers x 2 hrs per day x 3 days per week x 35 weeks=420 hrs x $37.04 per hr=$15,557.00 rounded   1120

Benefits on $15,556.80

Rate	Description	Amount	Object Code
0.08250	STRS	$ 1,283.44	3101
0.01450	Medicare	$ 225.57	3321
0.00720	Unemployment	$ 112.01	3501
0.02728	Wcomp	$ 424.39	3601
0.02296	OPEB	$ 357.18	3701
Total (rounded)		$2,403.00	

3000-3999

Sub-total for Homework Club (rounded) $ 17,960.00

Two Weeks Professional Development for all staff - ELA and Math standards in research based best practices and curriculum and instruction:
30 certificated staff x $350 per day x 10 Days=$105,000   1140
Fixed costs for certificated professional development:

Rate	Description	Amount	Object Code
0.08250	STRS	$ 8,662.50	3101
0.01450	Medicare	$ 1,522.50	3321
0.00720	Unemployment	$ 756.00	3501
0.02728	Wcomp	$ 2,864.40	3601
0.02296	OPEB	$ 2,410.80	3701
Total fixed costs		$ 16,216.00 (rounded)	

3000-3999

9 classified staff @ $22 per hour extra duty pay x 80 hrs=$15,840		2400

Fixed Costs for $15,840 classified extra duty pay

Rate	Description	Amount	Object Code
0.09709	PERS	$1,537.91	3212
0.06200	OASDI	$ 982.08	3312
0.01450	Medicare	$ 229.68	3322
0.00720	Unemployment	$ 114.05	3502
0.02728	Wcomp	$ 432.12	3602
0.03311	PERs Reduction	$ 524.46	3802
0.02296	OPEB	$ 363.09	3702
Total (rounded)		$ 4,183.00 (rounded)	

Sub-total for Professional Development	**$141,239.00**	3000-3999

Supplemental Instructional Materials:
21 classrooms x $5,597.92=$117,556 rounded

Sub-total for instructional materials	**$117,556.00**	4300

Technology:
Student printers- 2 per classroom x 21 classrooms=42 x $1,1513 ea=$63,546.00

8 GB Flash drives for 400 students x $59.81 each=$23,924

42 student listening centers x $375 each=$15,750.00

	4300
	4300

Sub-total for technology	**$103,220.00**	4300

Additional Instruction Time: 1 additional period per day to work with students in English/Language Arts and Math 30 teachers x 1 additional period at $34.83 x 175 days=$182,857.50

	1120

Fixed Costs for $182,857.50 for additional periods

Rate	Description	Amount	Object Code
0.08250	STRS	$ 15,085.74	3101
0.01450	Medicare	$ 2,651.43	3321
0.00720	Unemployment	$ 1,316.57	3501
0.02728	Wcomp	$ 4,988.35	3601
0.02296	OPEB	$ 4,198.41	3701
Total (rounded)		$ 28,240.00 rounded	

	3000-3999

7 other certificated staff members (2 Instructional coaches, 2 Special Ed. Teachers, 2 Counselors) to participate in additional period per day. Will be paid as increase in salary at an average of $15,929 each x

	1100

7=$111,503

Benefits on $111,503.00

Rate	Description	Amount	Object Code
0.08250	STRS	$ 9,199.00	3101
0.01450	Medicare	$ 1,616.79	3321
0.00720	Unemployment	$ 802.82	3501
0.02728	Wcomp	$ 3,041.80	3601
0.02296	OPEB	$ 2,555.01	3701
Total (rounded)		$ 17,215.00 (rounded)	

3 Classified Instructional staff members to participate in additional period per day. Will be paid as a salary increase average of $8,381.34 x 3=$25,144.00 rounded

Benefits on $25,144.00 classified extra pay

Rate	Description	Amount	Object Code
0.09709	PERS	$ 2,441.23	3212
0.06200	OASDI	$ 1,558.93	3312
0.01450	Medicare	$ 364.59	3322
0.00720	Unemployment	$ 181.04	3502
0.02728	Wcomp	$ 685.93	3602
0.03311	PERs Reduction	$ 577.31	3802
0.02296	OPEB	$ 378.52	3702
Total (rounded)		$ 6,188.00 (rounded)	

Sub-Total for Additional Instruction Time (rounded)   **$ 371,147.00**

Total School Budget for 2011-12 $1,214,848.00

FY 2012-13

Instructional Coaches:
Duties and services to be performed - Coach teachers, provide professional development, conference with teachers in PLC process, demonstrate lessons in Best Instructional Practices, data analysis of district mandated benchmarks and state mandated tests, mentor teachers, and work with individual students
2 Full-Time Instruction Coach at salary x $86,400 each =$172,800
Total instructional coach salaries = $172,800

Object code columns (right side): 3000-3999, 2100, 3000-3999, 1900

Benefits on Coach salaries of $172,800

Rate	Description	Amount	Object Code
0.08250	STRS	$ 14,256.00	3101
0.01450	Medicare	$ 2,505.60	3321
0.00720	Unemployment	$ 1,244.16	3501
0.02728	Wcomp	$ 4,713.98	3601
0.02296	OPEB	$ 3,967.49	3701
$16,188 X 2	Health/Welfare	$ 32,376	3401
Total (rounded)		$ 59,063 (rounded)	

Sub-total for Instructional Coaches   **$231,863.00**   3000-3999

Additional Teachers:
Lower class size in core academic areas
English/Language Arts and Math.
1 Math teachers x approx. salary $86,400 = $86,400
1 ELA teachers x approx. salary $86,200 = $86,400

Total additional teacher salaries $172,800   1100

Benefits on teacher salaries of $172,800

Rate	Description	Amount	Object Code
0.08250	STRS	$ 14,256.00	3101
0.01450	Medicare	$ 2,505.60	3321
0.00720	Unemployment	$ 1,244.16	3501
0.02728	Wcomp	$ 4,713.98	3601
0.02296	OPEB	$ 3,967.49	3701
$16,188 X 2	Health/Welfare	$32,376	3401
Total (rounded)		$59,063 (rounded)	

Sub-Total for additional teachers (rounded)   **$231,863.00**   3000-3999

Homework Club: Work with at risk students below
proficiency in English/Language Arts and Math
2 teachers x 2 hrs per day x 3 days per week x 35
weeks=420 hrs x $37.04 per hr=$15,556.80   1120

Benefits on $15,556.80

Rate	Description	Amount	Object Code
0.08250	STRS	$ 1,283.44	3101
0.01450	Medicare	$ 225.57	3321
0.00720	Unemployment	$ 112.01	3501
0.02728	Wcomp	$ 424.39	3601
0.02296	OPEB	$ 357.18	3701
Total (rounded)		$2,403.00	

Sub-total for Homework Club (rounded)   **$ 17,960.00**   3000-3999

Two Weeks Professional Development for all staff - ELA and Math standards in research based best practices and curriculum and instruction:
30 certificated staff x $350 per day x 10 Days=$105,000

Fixed costs for certificated professional development:

Rate	Description	Amount	Object Code
0.08250	STRS	$ 8,662.50	3101
0.01450	Medicare	$ 1,522.50	3321
0.00720	Unemployment	$ 756.00	3501
0.02728	Wcomp	$ 2,864.40	3601
0.02296	OPEB	$ 2,410.80	3701
Total fixed costs		$16,216.00 (rounded)	

9 classified staff @ $22 per hour extra duty pay x 80 hrs=$15,840

Fixed Costs for $15,840 classified extra duty pay

Rate	Description	Amount	Object Code
0.09709	PERS	$ 1,537.91	3212
0.06200	OASDI	$ 982.08	3312
0.01450	Medicare	$ 229.68	3322
0.00720	Unemployment	$ 114.05	3502
0.02728	Wcomp	$ 432.12	3602
0.03311	PERs Reduction	$ 524.46	3802
0.02296	OPEB	$ 363.09	3702
Total (rounded)		$ 4,183.00 (rounded)	

Sub-total for Professional Development   **$141,239.00**

Supplemental Instructional Materials
21 classrooms x $5,751.23=$120,776 rounded
Sub-total for supplemental instructional materials   **$120,776.00**

Technology-
Instructional laptop upgrade 40 x $1,500=$60,000
Professional Development Support Center:
20 Laptops x $1,500=$30,000
2 printers @ $1,513 each=$3,026
1 Server x $4,579=$4,579
1 60" LCD at $2,395
Sub-Total for Technology   **$100,000.00**

Object codes (right column): 1140; 3000-3999; 2400; 3000-3999; 4300; 4400; 4400; 4400; 4400; 4400

Additional Instruction Time: 1 additional period per day to work with students in English/Language Arts and Math 30 teachers x 1 additional period at $34.83 x 175 days=$182,857.50

Fixed Costs for $182,857.50 for additional periods

Rate	Description	Amount	Object Code
0.08250	STRS	$ 15,085.74	3101
0.01450	Medicare	$ 2,651.43	3321
0.00720	Unemployment	$ 1,316.57	3501
0.02728	Wcomp	$ 4,988.35	3601
0.02296	OPEB	$ 4,198.41	3701
Total (rounded)		$ 28,240.00 rounded	

7 other certificated staff members (2 Instructional coaches, 2 Special Ed. Teachers, 2 Counselors) to participate in additional period per day. Will be paid as increase in salary at an average of $15,929 each x 7=$111,503

Benefits on $111,503.00

Rate	Description	Amount	Object Code
0.08250	STRS	$ 9,199.00	3101
0.01450	Medicare	$ 1,616.79	3321
0.00720	Unemployment	$ 802.82	3501
0.02728	Wcomp	$ 3,041.80	3601
0.02296	OPEB	$ 2,555.01	3701
Total (rounded)		$17,215.00 (rounded)	

3 Classified Instructional staff members to participate in additional period per day. Will be paid as a salary increase average of $8,381.34 x 3=$25,144.00 rounded

Benefits on $25,144.00 classified extra pay

Rate	Description	Amount	Object Code
0.09709	PERS	$ 2,441.23	3212
0.06200	OASDI	$ 1,558.93	3312
0.01450	Medicare	$ 364.59	3322
0.00720	Unemployment	$ 181.04	3502
0.02728	Wcomp	$ 685.93	3602
0.03311	PERs Reduction	$ 577.31	3802
0.02296	OPEB	$ 378.52	3702
Total (rounded)		$ 6,188.00 (rounded)	

Sub-Total for Additional Instruction Time (rounded)   **$371,147.00**

Total School Budget for 2012-13 $1,214,848.00		

SIG Form 6–General Assurances and Certifications

General Assurances
(Required for all Applicants)

Note: All sub-grantees are required to retain on file a copy of these assurances for your records and for audit purposes. Please download the General Assurances form at http://www.cde.ca.gov/fg/fo/fm/. Your agency should **not** submit this form to the CDE.

General Assurances are on file at CVUSD.

Certifications Regarding Drug-Free Workplace, Lobbying, and Debarment and Suspension

Download the following three forms from http://www.cde.ca.gov/fg/fo/fm/, and obtain the necessary signatures and include the original forms with your application submission.

1. Drug-Free Workplace
2. Lobbying
3. Debarment and Suspension

Drug-Free Workplace

Certification regarding state and federal drug-free workplace requirements.

Note: Any entity, whether an agency or an individual, must complete, sign, and return this certification with its grant application to the California Department of Education.

Grantees Other Than Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *Code of Federal Regulations* (*CFR*) Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
    a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition
    b. Establishing an on-going drug-free awareness program to inform employees about:
        1. The dangers of drug abuse in the workplace
        2. The grantee's policy of maintaining a drug-free workplace
        3. Any available drug counseling, rehabilitation, and employee assistance programs
        4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace
    c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a)
    d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
        1. Abide by the terms of the statement
        2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction
    e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.
    f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
        1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
        2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency
    g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).
B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (street address. city, county, state, zip code)

Coachella Valley Unified School District, 87-225 Church Street, Thermal, Riverside, CA 92274

West Shores High School, 2381 Shore Hawk Avenue, Salton Sea, Imperial, CA 92275

Check [ ] if there are workplaces on file that are not identified here.

Grantees Who Are Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *CFR* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110
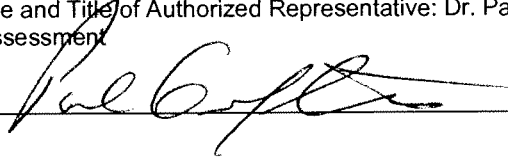
    A.   As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

    B.   If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction to every grant officer or designee, in writing, within 10 calendar days of the conviction. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: Coachella Valley Unified School District

Name of Program: School Improvement Grant, West Shores High School

Printed Name and Title of Authorized Representative: Dr. Paul Grafton, Director of State and Federal Projects/ Testing & Assessment

Signature: _____ Date: 8-30-10

CDE-100DF (May-2007) - California Department of Education

Lobbying

Certification regarding lobbying for federal grants in excess of $100,000.

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 *Code of Federal Regulations* (*CFR*) Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the *U.S. Code*, and implemented at 34 *CFR* Part 82, for persons entering into a grant or cooperative agreement over $100,000, as defined at 34 *CFR* Part 82, Sections 82.105 and 82.110, the applicant certifies that:

a.　No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

b.　If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," (revised Jul-1997) in accordance with its instructions;

c.　The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: : Coachella Valley Unified School District Name of Program

Name of Program: School Improvement Grant, West Shores High School

Printed Name and Title of Authorized Representative: Dr. Paul Grafton, Director of State and Federal Projects/ Testing & Assessment

Signature: _____ Date: 8-30-10

ED 80-0013 (Revised Jun-2004) - U. S. Department of Education

Debarment and Suspension

Certification regarding debarment, suspension, ineligibility and voluntary exclusion--lower tier covered transactions.

This certification is required by the U. S. Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 *Code of Federal Regulations* Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.

2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," " person," "primary covered transaction," " principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.

5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled A Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.

8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Applicant: Coachella Valley Unified School District Name of Program:

Name of Program: School Improvement Grant, West Shores High School

Printed Name and Title of Authorized Representative: Dr. Paul Grafton, Director of State and Federal Projects/ Testing & Assessment

Signature: _____ Date: _8-30-10_____

ED 80-0014 (Revised Sep-1990) - U. S. Department of Education

SIG Form 7–Sub-grant Conditions and Assurances (page 1 of 3)

Sub-grant Conditions and Assurances

As a condition of the receipt of funds under this sub-grant program, the applicant agrees to comply with the following Sub-grant Conditions and Assurances:

1. Use its SIG to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements of SIG;

2. Establish challenging annual goals for student achievement on the state's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds;

3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and

4. Report to the CDE the school-level data as described in this RFA.

5. The applicant will ensure that the identified strategies and related activities are incorporated in the revised LEA Plan and Single Plan for Student Achievement.

6. The applicant will follow all fiscal reporting and auditing standards required by the CDE.

7. The applicant will participate in a statewide evaluation process as determined by the SEA and provide all required information on a timely basis.

8. The applicant will respond to any additional surveys or other methods of data collection that may be required for the full sub-grant period.

9. The applicant will use funds only for allowable costs during the sub-grant period.

10. The application will include all required forms signed by the LEA Superintendent or designee.

11. The applicant will use fiscal control and fund accountability procedures to ensure proper disbursement of, and accounting for, federal funds paid under the sub-grant, including the use of the federal funds to supplement, and not supplant, state and local funds, and maintenance of effort (20 USC § 8891).
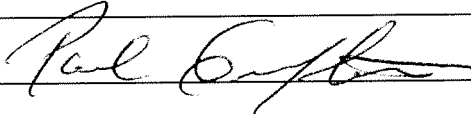
12. The applicant hereby expresses its full understanding that not meeting all SIG requirements will result in the termination of SIG funding.

13. The applicant will ensure that funds are spent as indicated in the sub-grant proposal and agree that funds will be used **only** in the school(s) identified in the LEA's AO-400 sub-grant award letter.

14. All audits of financial statements will be conducted in accordance with Government Auditing Standards (GAS) and with policies, procedures, and guidelines established by the Education Department General Administrative Regulations (EDGAR), Single Audit Act Amendments, and OMB Circular A-133.

15. The applicant will ensure that expenditures are consistent with the federal Education Department Guidelines Administrative Regulations (EDGAR) under Title 34 Education. http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html (Outside Source)

16. The applicant agrees that the SEA has the right to intervene, renegotiate the sub-grant, and/or cancel the sub-grant if the sub-grant recipient fails to comply with sub-grant requirements.

17. The applicant will cooperate with any site visitations conducted by representatives of the state or regional consortia for the purpose of monitoring sub-grant implementation and expenditures, and will provide all requested documentation to the SEA personnel in a timely manner.

18. The applicant will repay any funds which have been determined through a federal or state audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or state government.

19. The applicant will administer the activities funded by this sub-grant in such a manner so as to be consistent with California's adopted academic content standards.

20. The applicant will obligate all sub-grant funds by the end date of the sub-grant award period or re-pay any funding received, but not obligated, as well as any interest earned over one-hundred dollars on the funds.

21. The applicant will maintain fiscal procedures to minimize the time elapsing between the transfer of the funds from the CDE and disbursement.

22. The applicant will comply with the reporting requirements and submit any required report forms by the due dates specified.

I hereby certify that the agency identified below will comply with all sub-grant conditions and assurances described in items 1 through 22 above.

Agency Name:	Coachella Valley Unified School District
Authorized Executive:	Dr. Paul Grafton
Signature of Authorized Executive	

SIG Form 8–Waivers Requested

Waivers Requested

The LEA must check each waiver that the LEA will implement (see page 24 for additional information). If the LEA does not intend to implement a waiver with respect to each applicable school, the LEA must indicate for which school(s) it will implement the waiver on:

☑ Extending the period of availability of school improvement funds.

> Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the LEA to September 30, 2013.

> **Note**: If the SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs receiving SIG funds.

☑ "Starting over" in the school improvement timeline for Tier I and Tier II schools implementing a turnaround or restart model.

> Waive section 1116(b)(12) of the ESEA to permit the LEA to allow its Tier I and Tier II schools that will implement a turnaround or restart model to "start over" in the school improvement timeline. (**Note**: This waiver applies to Tier I and Tier II schools only)

❑ Implementing a schoolwide program in a Tier I or Tier II school that does not meet the 40 percent poverty eligibility threshold.

> Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit the LEA to implement a schoolwide program in a Tier I or Tier II school that does not meet the poverty threshold. (**Note**: This waiver applies to Tier I and Tier II schools only)

SIG Form 9–Schools to Be Served

Schools to be Served

Indicate which schools the LEA commits to serve, their Tier, and the intervention model the LEA will use in each Tier I and Tier II school. For each school, indicate which waiver(s) will be implemented at each school. **Note**: An LEA that has nine or more Tier I and Tier II schools can only use the transformation model in 50 percent or less of those schools. (Attach as many sheets as necessary.)

SCHOOL NAME	CDS Code	NCES Code	TIER I	TIER II	TIER III	Turnaround	Restart	Closure	Transformation	Start Over	Implement SWP	PROJECTED COST
						INTERVENTION (TIER I AND II ONLY)				WAIVER(S) TO BE IMPLEMENTED		
West Shores High School	33736763330354	060907007685	☑			☑				☑		$ 5,000,000

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Implementation Chart for a Tier I or Tier II School
Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for oversight.

School: West Shores High School   Tier: I

Intervention Model: ☑ Turnaround ☐ Restart ☐ Closure ☐ Transformation

Total FTE required: _____ LEA __9__ School __1__ Other

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	LEA	Resources	Oversight
SIG Planning and Intervention Selection						
IP	Conduct Academic Program Survey	August 2008				Educational Services
IP	Conduct DAIT Capacity Study	September 2008				Ed. Services
RP	Recruit, screen, and hire new Principal for WSHS	August 2009				Personnel
IP	Review DAIT recommendations of changes needed at WSHS	September 2009				Ed. Services
IP	WSHS identified as low performing school	March 2010				Ed. Services
IP	Conduct Needs Assessment for SIG	January - March 2010				Ed Services, Key Data Systems
IP	Hold public meetings and gain input	March - May 2010				Ed Services Principal

IP	Determine best Intervention Model	March - May 2010				Stakeholders Ed Services
IP, GS	Develop proposed SIG plan	March - May 2010				Stakeholders Ed Services

Staffing (Needs 1, 3, and 6)

RPR	All staff is notified of WSHS being determined a low performing school and the Turnaround Model will be implemented starting 2010-11.	Mar 2010				Ed. Services
RPR	Develop competencies to measure staff effectiveness who can work in turnaround model.	May 2010				Ed. Services
SS	Ask for volunteers from certificated personnel who do not want to remain at WSHS and transfer them.	May 2010				Ed. Services
SS	All personnel who desire to work at WSHS go through an extensive interview process conducted by the CVUSD personnel department.	May- June 2010				Ed. Services
SS, RPR	All potential staff will be screened to ensure they have the skills, commitment, full understanding of the turnaround model, and fully support the changes that will occur.	May- June 2010				Ed. Services
SS	New staff will be screen and hired to fill vacancies.	June 2010				Ed. Services
RPR	Implement incentives to recruit and retain teachers may include: increased Career Ladder Professional development, transportation incentives, and advancement opportunity.	June - August 2010				Ed. Services
PD	All staff selected to work at WSHS undergo an intensive two week summer institute covering the Turnaround Model, changes that will occur and extensive professional development.	August 2010	$133,158	$55,500	SIG Funds	Ed. Services
PD	Hope Foundation Professional Development – Bridge the Achievement Gap	August 2010		$65,000	SIG Funds	Ed. Services

RPR, GS, SD	Through the current CVUSD Evaluation process, ensure a rigorous and equitable evaluation system for all staff (principal, assistant principal, teachers and staff) that takes into account data on student growth as a significant factor, other factors such as multiple observation-based assessments of performance, ongoing collections of professional practice reflective of student achievement, and increased high school graduation rates.	August 2010- June 2011			Ed. Services
PD, RPR	Implement strategies to help in recruiting and retaining highly qualified staff may include: 1. two week professional development with compensation, 2. Career Ladder professional development (may include reimbursement of Board certified fees, tuition for GATE certificates, Reading Specialist, BCLAD Credential and Masters degree), 3. increased promotion / advancement opportunity, 4. transportation stipend, 5. flexible work conditions to meet the needs of turnaround 6. latest up-to-date technology use throughout the school 7. Additional stipend for additional instruction time.	June - August 2010		* Included in Staffing (needs 1,3, and 6) page 2	SIG Funds	Ed. Services
Increased Professional Development and Support (Needs 1, 3, and 6)					
PD	Provide on-going high quality, job embedded professional development	July 2010 - June 2011		* Included in Staffing (needs 1,3, and 6) page 2	SIG Funds	Ed. Services

Coachella Valley Unified School District

PD	Implement 2 week summer institute	June - July 2010		*Included in Staffing (needs 1,3, and 6) page 2	SIG Funds	Ed. Services
IP, SD	Add two new content expert coaches	June - August 2010	$231,863		SIG Funds	Ed. Services
PD, RPR	Specific WSHS "coaching" plan will be designed to ensure teachers are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	June - July 2010				Ed. Services
GS, RPR	Recruit, screen and hire Turnaround Leader to provide support and monitoring	June - August 2010		$49,875	SIG Funds	Ed. Services Personnel
PD	Provide ongoing training in PLC, RTI, Data Analysis, and curriculum interventions	July 2010 - June 2011				Ed. Services
PD, IP, SD	Fully implement the PLC process	July 2010 - June 2011				Ed. Services
GS	Conduct weekly classroom walk-through to ensure curriculum is implemented, content standards are posted, and student expectations are met.	August 2010 - June 2011				Ed. Services
PD, IP	Hold weekly staff meetings and department collaboration.	July 2010 - June 2011				Principal
Increased Academic Support and Alignment (Needs 1 and 2)						
PD, SD, IP	Provide training and support to ensure core curriculum is implemented in all classrooms	July 2010 - June 2011				Principal Ed. Services
SD, IP	Supplemental Instructional Materials for all students	July 2010 - June 2011	$82,388		SIG Funds	Principal Ed. Services

Coachella Valley Unified School District

IP, SD	Implement new interventions - ELA/ELD adoption interventions- Keystone, Edge, Read 180	July 2010 - June 2011	$101,835		SIG Funds	Principal Ed. Services
IP, SD	Monitor intervention program through the use of master schedule, class rosters, and exit rates.	July 2010 - June 2011				Principal Ed. Services
IP, ILT	Increase homework, tutoring, and academic support with ASES program. Align with school day.	July 2010 - June 2011	$17,960		SIG Funds	Principal Ed. Services
IP, SD	Monitor after school strategic intervention program using assessment results, class rosters, attendance logs, walk-through, and exit rates.	July 2010 - June 2011				Principal Ed. Services
FCE, SCO	Increase communication between teacher, parent, and student on state standards, expectations, and test results.	July 2010 - June 2011				Principal Ed. Services
SCO	Develop and implement plan to provide student support for social-emotional and community-oriented services.	July 2010 - June 2011				Principal Ed. Services
FCE, SCO	Partner with parents, parent organizations, faith- and community-based organizations, health clinics, other state or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs.	July 2010 - June 2011				Principal Ed. Services
SCO	Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports including student recognition and character-counts type of programs.	July 2010 - June 2011				Principal Ed. Services
SD, IP	Implement Response to Intervention model.	July 2010 - June 2011				Principal Ed. Services
Increase the use of Appropriate Instructional Time (Need 2)						
IP, SD, ILT	Develop a master schedule that allows for placement of students into strategic and intensive intervention classes that include additional instructional time.	April - August 2010			SIG Funds	Principal Ed. Services

ILT	Plan an instructional program that utilizes additional instructional minutes for strategic and intensive intervention. WSHS will extend the instructional day by one class period as aligned with a new master schedule format.	April - August 2010	$357,074		SIG Funds	Principal Ed. Services
PD, IP, SD	Implement required course syllabus including course outline, standards and work to be completed in each course.	August 2010 - June 2011				Principal Ed. Services
IP, SD, ILT	Modify curriculum and pacing guides to match master schedule.	June - August 2010				Principal Ed. Services
IP, ILT	Increase homework club, tutoring, and academic assistance with ASES program.	July 2010 - June 2011	* Included in Increased Academic Support and Alignment (needs 1 and 2) page 5		SIG Funds	Principal Ed. Services
Increased use of Technology and Data to Improve Instruction (Needs 4 and 8)						
IP, ILT	Increase daily technology use by purchasing new technology for each classroom.	July 2010 - June 2011	$336,086		SIG Funds	Principal Ed. Services
PD	Provide technology training and support.	July 2010 - June 2011				Principal Ed. Services
PD, SD	Provide training and fully implement the use of EADMS	July 2010 - June 2011				Principal Ed. Services
IP, ILT	Implement additional interventions in ELA and Math.	July 2010 - June 2011				Principal Ed. Services
SD	Promote continued use of student data by	July 2010 -				Principal

	conducting consistent formal reviews to ensure a data analysis action plan is embedded and followed as part of the WSHS PLC process. Data analysis includes CST, CELDT, benchmarks, common assessments, and student grades.	June 2011				Ed. Services
GS	Perform learning walk throughs to ensure curriculum is being implemented with fidelity.	July 2010 - June 2011				Principal Ed. Services

Increased School Environment and Materials (Needs 7 and 8)

SCO	Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports including student recognition and character-counts type of programs.	July 2010 - June 2011			Principal Ed. Services
ILT	Increase instructional supplies and material needed to meet instructional objectives.	July 2010 - June 2011		* Included in Increased Academic Support and Alignment (needs 1 and 2) page 5	Principal Ed. Services
ILT	Increase technology usage in all classrooms by implementing technology such as Mobi Interwrite pads, student responders, scanners, distance learning, laptops, work stations, and sound systems.	July 2010 - June 2011		* Included in Increase Use of Technology and Data to Improve Instruction (needs 4 and 8) page 7	Principal Ed. Services
ILT	Increase students' access and use of technology by providing each student with a laptop.	July 2010 - June 2011		* Included in Increase	Principal Ed. Services

Coachella Valley Unified School District

				Use of Technology and Data to Improve Instruction (needs 4 and 8) page 7		

	Aligning SIG with Resources for Continued Success (Need 5)					
GS, SD, PD	Conduct through and rigorous screening of external providers.	July - December 2010				Ed. Services
GS, IP	Align SIG activities with DAIT process and Five High Leverage Items.	May - August 2010				Ed. Services
IP, GS	Align funding resources to fully implement SIG goals.	May - August 2010				Ed. Services
IP, GS	Align staffing resources to implement SIG goals.	May - August 2010				Ed. Services
IP, GS, PD	Align material resources to implement SIG goals.	May - August 2010				Ed. Services
RPR, IP, GS, PD	Align Professional Development Resources to implement SIG goals.	May - August 2010				Ed. Services
RPR, PD, GS	Work on ways to sustain reform efforts after SIG funding ends.	July 2010 - June 2011				Ed. Services
GS, SD	Continued consultation with relevant stakeholder on progress.	July 2010 - June 2011				Principal Ed. Services

Program Evaluation (Needs 1-8)

IP	Outside Evaluator for SIG program	July 2010 - June 2011		$166,667	SIG Funds	Key Data Systems(KDS)
IP, SD	Administering and collecting data for CST, district developed benchmark assessment, and CAHSEE, CELDT	May - October 2011				Ed Services KDS
IP, SD	Collecting school-wide achievement data including graduation rates, AYP percent proficient ELA and Math, API points	August - October 2011				Ed. Services KDS
SD	Classroom teachers recording student school attendance	Ongoing				Ed. Services Teachers KDS
SD	Classroom teachers recording instructional minutes	Ongoing				Ed. Services Teachers KDS
SD, GS, PD	Teacher lesson plan reviews conducted by principals and turnaround leader	September - October 2010 & April - May 2011				Ed. Services Turnaround Leader KDS
PD	Classroom observation by principals and turnaround leader	September - October 2010 & April - May 2011				Ed. Services Principal Turnaround Leader KDS
PD	Teacher evaluation forms by principals	September - October 2010 & April - May 2011				Ed. Services Principal KDS
PD, GS	Curriculum embedded assessment among teachers	September - October				Ed. Services KDS

Coachella Valley Unified School District

		2010 & April - May 2011				
SD	Computing student academic growth: average percent at basic or lower levels making gains on CST and those already at proficient or higher levels maintaining the same levels	Aug '11				Ed. Services KDS
SD	Principal evaluation form by district administrators	September - October 2010 (year 1 only) & April - May 2011				Ed. Services KDS
SD, GS	Observation of school management by district administrators	September - October 2010 (yr 1 only) & April - May 2011				Ed. Services KDS
PD	Recording teacher attendance at PLC	Ongoing				Ed. Services KDS
RPR	Teacher retention rate data collection	April - May 2011				Ed. Services KDS
RPR	Staff program satisfaction survey	September - October 2010 (year 1 only) & April - May 2011				Ed. Services KDS
SD, IP	Student survey: student perceptions of the program implementation and academic achievement	September - October 2010 (year 1 only)				Ed. Services KDS

		& April - May 2011				
IP	Parent survey: parent awareness of the program, services, and importance of academic achievement	April - May 2011				Ed. Services KDS
IP, SD	Collecting additional data elements as part of leading indicators identified by ED: CST ELA and Math, dropout rates, number of students completing advanced coursework (i.e., AP/IB), number of suspensions and truants, and teacher attendance rate	May - August 2011				Ed. Services KDS
IP	Creating Mid-year report	February 2011				KDS
IP	Creating End-of-Year report	August - September 2011				KDS
IP	Regular monitoring meetings among the district advisory team members	Monthly				Ed. Services Principal
IP	End-of-year meetings among the district advisory team, administrators, program staff, and the evaluators	September 2011				Ed. Services KDS
GS	Indirect costs	July 2010 - June 2011		$69,261	SIG Funds	Ed. Services
	Year Two (2011-2012)					
RPR	Continue strategies to recruit and retain highly qualified teachers	July 2011- June 2012				Ed. Services
PD	Continue on-going high quality, job embedded professional development	July 2011- June 2012		$165,035	SIG Funds	Ed. Services
IP, SD	Continue two content expert coaches	July 2011- June 2012	$231,863		SIG Funds	Ed. Services

IP, GS	Continue Turnaround Leader	July 2011-June 2012		$ 49,875	SIG Funds	Ed. Services
IP, ILT	Continue increased homework and after-school tutoring	July 2011-June 2012	$17,960		SIG Funds	Principal Ed Services
IP, ILT	Summer Academy for Students	July - August 2011			SIG Funds	Ed. Services
PD	Continue providing ongoing training in PLC, RTI, Data Analysis, curriculum core, and interventions (two week summer institute)	July 2011-June 2012	$141,239			Principal Ed. Services
GS	Conduct weekly classroom walk-through to ensure curriculum is implemented, content standards are posted, and student expectations are met.	July 2011-June 2012				Principal Ed. Services
PD, IP	Hold weekly staff meetings and department collaboration.	July 2011-June 2012				Principal
IP, SD	Monitor intervention and after school intervention through the use of master schedule, class rosters, attendance logs, walk-through, and exit rates.	July 2011-June 2012				Principal Ed. Services
IP, SD	Monitor after school strategic intervention program using assessment results, class rosters, attendance logs, walk-through, and exit rates.	July 2011-June 2012				Principal Ed. Services
ILT, PD	Continue technology program, training and support.	July 2011-June 2012				Principal Ed. Services
PD, SD	Continue training and for EADMS.	July 2011-June 2012				Principal Ed. Services
GS, RPR PD	Continue through and rigorous screening of external providers.	July 2011-June 2012				Ed. Services
GS, IP	Continued alignment of SIG activities with DAIT process and Five High Leverage Items.	July 2011-June 2012				Ed. Services
GS, IP	Continued alignment of funding resources to fully implement SIG goals.	July 2011-June 2012				Ed. Services
SG, ILT	Continue extension of instructional day, by one class period	July 2011-June 2012	$371,147		SIG Funds	Principal Ed. Services

SG, ILT	Continue to providing supplemental instructional materials for students	July 2011- June 2012	$117,556		SIG Funds	Principal Ed. Services
IP, ILT	Continue to Increase daily technology use by purchasing new technology for each classroom.	July 2011- June 2012	$103,220		SIG Funds	Principal Ed. Services
GS, IP, PD	Continued alignment of staffing resources to implement SIG goals.	July 2011- June 2012	$231,863		SIG Funds	Principal Ed. Services
GS, IP	Continued alignment of material resources to implement SIG goals.	July 2011- June 2012				Ed. Services
GS, IP, PD	Continued alignment of Professional Development Resources to implement SIG goals.	July 2011- June 2012				Ed. Services
RPR, PD, GS	Continue work on ways to sustain reform efforts after SIG funding ends.	July 2011- June 2012				Ed. Services
GS, SD, IP	Continue program evaluation.	July 2011- June 2012		$166,667	SIG Funds	Ed. Services KDS
IP	Regular monitoring meetings among the district advisory team members	Monthly				Ed. Services Principal
GS	Indirect costs	July 2011- June 2012		$ 70,242	SIG Funds	Ed. Services

Year Three 2012-2013

RPR	Continue strategies to recruit and retain highly qualified teachers	July 2012 - June 2013				Ed. Services
PD	Continue on-going high quality, job embedded professional development	July 2012 - June 2013		$165,035	SIG Funds	Ed. Services
IP, SD	Continue two content expert coaches	July 2012 - June 2013	$231,863		SIG Funds	Ed. Services

IP, GS	Continue Turnaround Leader	July 2012 - June 2013		$49,875	SIG Funds	Ed. Services
IP, ILT	Summer Academy for Students	July - August 2012				Ed. Services
PD	Continue providing ongoing training in PLC, RTI, Data Analysis, curriculum core, and interventions (two week summer institute)	July 2012 - June 2013	$141,239		SIG Funds	Ed. Services Principal
GS	Conduct weekly classroom walk-through to ensure curriculum is implemented, content standards posted, and student expectations are met.	July 2012 - June 2013				Ed. Services Principal
PD, IP	Hold weekly staff meetings and department collaboration.	July 2012 - June 2013				Principal
IP, SD	Monitor intervention and after school intervention through the use of master schedule, class rosters, attendance logs, walk-through, and exit rates.	July 2012 - June 2013				Ed. Services Principal
SG, ILT	Continue extension of instructional day, by one class period	July 2012 - June 2013	$371,147		SIG Funds	Ed. Services
GS, IP, PD	Continue alignment of staffing resources to implement SIG goal	July 2012 - June 2013	$231,863		SIG Funds	Ed. Services
	Continue to providing supplemental instructional materials for students	July 2012- June 2013	$117,556		SIG Funds	Principal Ed. Services
IP, ILT	Continue to Increase daily technology use by purchasing new technology for each classroom.	July 2012- June 2013	$103,220		SIG Funds	Principal Ed. Services
IP, SD, ILT	Continue increased homework and after-school tutoring	July 2012 - June 2013	$17,960		SIG Funds	Ed. Services
IP, SD	Monitor after school strategic intervention program using assessment results, class rosters, attendance logs, walk-through, and exit rates.	July 2012 - June 2013				Ed. Services
ILT, PD	Continue technology program, training and support.	July 2012 - June 2013				Ed. Services

PD, SD	Continue training and for EADMS.	July 2012 - June 2013				Ed. Services
GS, RPR	Continue through and rigorous screening of external providers.	July 2012 - June 2013				Ed. Services
GS, IP	Continued alignment of SIG activities with DAIT process and Five High Leverage Items.	July 2012 - June 2013				Ed. Services
GS, IP	Continued alignment of funding resources to fully implement SIG goals.	July 2012 - June 2013				Ed. Services
GS, IP	Continue work on ways to sustain reform efforts after SIG funding ends.	July 2012 - June 2013				Ed. Services
GS, IP, SD	Continue program evaluation.	July 2012 - June 2013		$166,666	SIG Funds	Ed. Services KDS
IP	Regular monitoring meetings among the district advisory team members	Monthly				Ed. Services Principal
GS	Indirect costs	July 2012 - June 2013		$70,242	SIG Funds	Ed. Services

Coachella Valley Unified School District

California Depart of Education

School Improvement Grant

Coachella Valley Unified School District

Attachments and Appendices

I. Appendix A
    a. Letters of Support
        i. Adrylan Communications
        ii. DAIT
        iii. Key Data Systems
        iv. West Shores High School

II. Appendix B
    a. Professional Learning Community
    b. Response to Intervention Tiers
    c. Instructional Coaches Training Calendar

III. Appendix C
    a. Sample Evaluation Measures
    b. Sample Evaluation surveys and measures
    c. Classroom observations
    d. CA standards for teaching profession
    e. Teacher evaluations
    f. Principal survey
    g. Student survey

IV. Appendix D
    a. Planning Meeting Agendas
    b. Planning Meeting Minutes
    c. Planning Meeting Sign-in Sheets
    d. Parent Meeting Presentation

V. Appendix E
    a. Board Approval Certification

APPENDIX A

Letters of Support

drylan
Communications, Inc.

P.O. Box 1150 • Murrieta, CA 92564 • (951) 506-3593 • (951) 694-9689 (fax) • www.adrylan.net

May 25, 2010

Ricardo Medina, Superintendent
Coachella Valley Unified School District
87-225 Church Street
Thermal, CA 92274

Dear Mr. Medina,

I am pleased to confirm Adrylan Communications, Inc., as a partner with Coachella Valley Unified School District in support of their School Improvement Grant application.

Developing tools to enable making data driven decisions to increase student achievement has been a core focus of Adrylan Communications. Our ongoing data projects with CVUSD and other local K-12 school districts demonstrate the value of providing tools necessary to support a formative and summative approach that help increase student academic performance while at the same time narrowing the achievement gap and increasing educators effectiveness in collecting and analyzing data.

We believe that the changes enabled by the School Improvement Grant will serve many unmet needs for learners, educators, and families in the Coachella Valley. As a committed partner, Adrylan Communications will provide our knowledge and experience in designing, developing, and deploying digital systems to realize the full potential of the data driven changes made possible by this School Improvement Grant.

Sincerely,

Anthony Tooley
President
Adrylan Communications
atooley@adrylan.net
(951) 506-3593

May 25, 2010
Ricardo Medina
Superintendent
Coachella Valley Unified School District

Dear Ricardo,

I am most pleased to give my support to your district's School Improvement Grant Application for West Shores High School. As CVUSD's DAIT Lead for Riverside County Office of Education, I have worked closely with the district over the last three years to implement significant school improvement efforts directly aligned with the Turnaround Model chosen by the district and school.

In reviewing the district and site plans for implementing the intervention activities contained in this model, I saw their direct correlation with the five high leverage actions that RCOE DAIT and the district developed for implementation through the LEA Addendum. These high leverage actions are summarized below.

CVUSD Superintendent and Cabinet will:
1. Implement SBE Corrective Action 6, *"Institute and fully implement a new curriculum that is based on state academic content and achievement standards, including providing appropriate professional development based on scientifically-based research for all relevant staff that offers substantial promise of improving educational achievement for high priority pupils."*
2. Hold all district office and site staff accountable for increased student achievement in reading/English language arts and mathematics.
3. Increase the degree and quality in the use of data and the district data system through an intensive professional development program.
4. Provide all students full access to the core curriculum in reading/English language arts (ELD) and mathematics including strategic intervention for all students within two years of grade level and intensive intervention for all students two or more years below grade level.
5. Provide all district staff professional development including follow-up through site coaching (teachers and principals) and monitoring to support the implementation of the high leverage actions.

Additionally, having worked with you, the assistant superintendent of education services, the director of secondary, and the new principal for West Shores HS, I feel confident that the award of this SIG funding, coupled with the DAIT improvement activities already in place, will provide an even greater opportunity for increasing student achievement.

Sincerely,

Georgia E. Renne

Key Data Systems

May 24, 2010

Ricardo Medina, Superintendent
Coachella Valley Unified School District
87-225 Church Street
Thermal, CA 92274

Dear Mr. Medina,

Key Data Systems is pleased to submit this Letter of Support for the School Improvement Grant (SIG) application submitted by Coachella Valley Unified School District (CVUSD). The collaborative partnership with our team will provide a powerful opportunity to encourage the use of making data driven decisions to increase student achievement and teacher and principal effectiveness.

We have been working with Coachella Valley Unified School District for the past nine years and are fully supportive of the School Improvement Grant and proposed Turnaround model at West Shores High School. As external evaluators, we are committed to supporting CVUSD and this project during the funding period. We will work with the staff to provide formative and summative data support that will augment and further the goals of the project. These goals shall include providing the district with the necessary tools to help increase student academic performance, reduce the achievement gap, increase teacher and principal effectiveness, increase professional development opportunities, and assisting the district by offering feedback using research-based methods for instructional decision-making purposes.

We are excited to be a part of this collaborative effort and look forward to the positive changes that we will see in the Coachella Valley community. We look forward to the challenge and the possibilities of our continued work together.

Sincerely,

Lorie A. Sousa, Ph.D.
Co-Owner and CEO
Key Data Systems

COACHELLA VALLEY UNIFIED SCHOOL DISTRICT
West Shores High School
2381 Shore Hawk and Shore Gem Streets
PO Box 5298
Salton City, CA. 92275
Office Phone: (760) 394-4331
FAX: (760) 394-0971

March 30, 2010

A Parent Meeting took place in West Shores High School cafeteria. The meeting started at 6:00 pm. We had about 75 parents attend the meeting which was conducted by Mr. Medina the district superintendent and translated by Mrs. Rivera, Director of Secondary Education. Additional participants were Mr. Rick Alvarez, Assistant Superintendent of Educational Services, and Dr. Paul Grafton, Director of Testing, Assessment/State and Federal Projects. The meeting was to inform the parents that West Shores High School was identified as a Tier I "persistently lowest achieving school", and that there were four intervention models being considered for the school.

There was a presentation where Mr. Medina discussed a Powerpoint with the information about West Shores and then a long question and answer period.

- Several parents ask questions about what the district was going to do about West Shores?
  o Mr. Medina answered that the issue was being reviewed and that a decision on what model will be used has not been made.

- Why do we always have to get new staff?
  o Staff sometimes request to be move to other sites in district

- How does the district use the funds that are received by the state?
  o The funds are given to each site depending on students attendance
  o West Shores gets a greater number of funds for teachers because of the need.

- Why did it take three to four years for the district to take action and want to help West Shores?
  o The district is available to help the school now that it is identified in this status.

- When will the district inform parents of the decision that will be made?
  o Mr. Medina did mention that he should have a plan for West Shores by May 15

These were some of the questions that the parents had. Mr. Paul Grafton provided a packet with information on all testing and assessment/State and Federal Projects. Mr. Medina was going through all the information in the packet and explaining to the parents what and why West Shores was identified as a Tier I school

The meeting was a great success and was over at about 8:00 pm

APPENDIX B

Supporting Instructional Documentation

Coachella Valley Unified School District
Taken from Appendix C
(found in Testing & Assessment Protocol Booklet pg. 25)

Opening: (5 minutes)
- Facilitator reviews norms, roles & protocol time
- Recorder completes info at top of Data Analysis Worksheet (DAW)
- Timekeeper sets timer
- Norms Monitor observes process & reports how group is doing

Step #1: (10 minutes)
- Facilitator leads group through "Collect Data" section of DAW
- Recorder completes the "Collect Data" section of DAW (it is not necessary to record Target Students from other classes)
- Timekeeper sets timer
- Norms Monitor observes process and reports how group is doing

Step #3: (10 minutes)
- Facilitator leads group through "New and/or Revised SMART Goal" section of DAW
- Recorder completes the "new and /or Revised SMART Goal" section of DAW
- Timekeeper sets timer
- Norms Monitor observes process and reports how group is doing

Step #2: (10 minutes)
- Facilitator leads group through "Analyze Strengths and Obstacles" section of DAW
- Recorder completes the "Analyze Strengths and Obstacles" section of DAW
- Timekeeper sets timer
- Norms Monitor observes process and reports how group is doing

Step #4: (10 minutes)
- Facilitator leads group through "Brainstorm Instructional Strategies" section of DAW; determines if team needs staff development or materials for the strategy selected
- Recorder completes the "Brainstorm Instructional Strategies" section of DAW
- Timekeeper sets timer
- Norms Monitor observes process and reports how group is doing

Step #5: (10 minutes)
- Facilitator leads group through "Identify Results Indicators" section of DAW
- Recorder completes the "Identify Results Indicators" section of DAW
- Timekeeper sets timer
- Norms Monitor observes process and reports how group is doing

Closing: (5 minutes)
- Facilitator distributes tasks needed before next meeting; shares next meeting date/time; reminds team to put today's DAW in team notebook
- Recorder (after meeting: makes copies of DAW for each team member; gives to team and principal)
- Timekeeper sets timer
- Norms Monitor reports to group on how well they observed norms

Prepared by: Isabel M. Moreno
January 2010

* Required Item
■ Example Item
English Learner Italic

Special Education Placement

Sp. Ed. Assessment Referral

Alternative Setting Consideration

Retention Impact Analysis
* RTI
* Multiple Assessments
* Light's Scale

ADDITIONAL INTERVENTIONS
(In Addition to Previous Tier)

INSTRUCTIONAL TIME
* Double Period
■ *Additional ELD Time*

CURRICULUM
* Approved Replacement Curriculum:
  Master as quickly as possible w/ added time
■ Tiger Academy (9-12)

TIER 3
CORE REPLACEMENT

■ INTENSIVE   ■REPLACEMENT CURRICULUM

ADDITIONAL INTERVENTIONS
(In Addition to Previous Tier)

CURRICULUM
* Approved Supplemental Materials
■ CAHSEE intervention
■ *Rosetta Stone*
■ *High Point (6-8)*

INSTRUCTIONAL TIME
* Extended Learning Time
■ Collaborative Instruction w/ Sp. Ed Staff
■ Core Plus
■ *Instructional Aide Support (Bilingual Preferred)*

MONITORING
* Student Study Team
* Site Monitoring Meeting w/ Team
  o RTI Analysis

PARENT INVOLVEMENT
* Regular & Frequent Contact
■ Home Visit
■ SST Action Plans

CONSULTATIONS
More Formal:
■ Nurse
■ Literacy / Math Coach
■ Counselor
■ Sp. Ed Staff

STUDENT RESPONSIBILITY
■ Behavior Contract
■ Long Slip

TIER 2
CORE PLUS

■ STRATEGIC   ■ ADDITIONAL TIME
               ■ SUPPLEMENTAL MATERIALS

CURRICULUM
* Core with Differentiation
* Marzano Strategies
* *ELD Standards*
* *EL Support in HOLT(RLA)*
* *SDAIE Strategies*
* *Core Text in Spanish (as needed)*

INSTRUCTIONAL TIME
* Core Single Period
* Universal Access

PARENT INVOLVEMENT
* SSC
* Parent Training at School Site
* Translations available
* *ELAC/DELAC*
■ Adult ESL
■ Connect with Parent Coordinator
■ Volunteer in the Classroom

MONITORING
* OARS Individual Student Report
* Multiple Assessments
  o Quarter Tests
  o Teacher Made
  o CELDT
* Anecdotal Notes
* SMART Goal Progress
* *ELD Monitoring Tool*

CONSULTATIONS
Informal to Formal:
■ Parents
■ Colleagues
■ *Site EL Coordinator*
■ *District EL TOSA*

STUDENT RESPONSIBILITY
* Tool(s) to teach students responsibility
■ Homework Packet
■ Planner

TIER 1
CORE WITH

■ BENCHMARK   ■ CORE TIME
               ■ CORE MATERIALS

Educational Services – Instructional Coaches Training Calendar for 2010-2011

June 16, 2010
District
Vision/Initiatives
Overview & Planning
TTC

August 16, 17 & 18
Thinking Maps – Path to Proficiency
Fantasy Springs

September 1, 2 & 3
District Training
TTC

September 22, 23 & 24
ASCD Training
TTC

Two follow up days for ASCD
TBD

Supporting Instructional Documentation

Coachella Valley Unified School District

School Improvement Grant Application

Data Collection Timeline and Sample Measures

a. Data Collection Timeline (page 2 of 14)

b. Classroom Observation Form (page 4 of 14)

c. The California Standards for Teaching Profession (page 6 of 14)

d. Teacher Evaluation Form (page 7 of 14)

e. Principal Evaluation Form (page 11 of 14)

f. Student Survey (page 13 of 14)

Data Collection Timeline

CST ELA and Math test scores	All students	Classroom teachers	EOY	EOY	EOY
District-wide ELA and math benchmark assessment	All students	Classroom teachers	EOY	EOY	EOY
CELDT	All EL students	EL coordinator	EOY	EOY	EOY
CAHSEE ELA and math	Grade 10 students	Classroom teachers	EOY	EOY	EOY
Graduation Rates	Grade 12 students	KDS (evaluators)	EOY	EOY	EOY
AYP percent proficient ELA and math	All students	KDS	EOY	EOY	EOY
API points	All students	KDS	EOY	EOY	EOY
Student school attendance	All students	Classroom teachers and district accountability staff	Ongoing	Ongoing	Ongoing
Number of instructional minutes	All grade levels	Classroom teachers and district accountability staff	Ongoing	Ongoing	Ongoing
Teacher lesson plan reviews	All teachers	Principals & turnaround leader	BOY&EOY	BOY&EOY	BOY&EOY
Classroom observation	All teachers	Principals & turnaround leader	BOY&EOY	BOY&EOY	BOY&EOY
Teacher evaluation forms	All teachers	Principals	BOY&EOY	BOY&EOY	BOY&EOY
Curriculum embedded assessment	All teachers	Principals & turnaround leader	BOY&EOY	BOY&EOY	BOY&EOY
Student academic growth: average percent at basic or lower levels making gains on CST and those already at proficient or higher levels	All students	KDS	Baseline of 2010 & EOY	EOY	EOY

maintaining the same levels					
Principal evaluation form	Principal & Assistant Principal	District administrators	BOY&EOY	EOY	EOY
Observation of school management	Principal & Assistant Principal	District administrators	BOY&EOY	EOY	EOY
Teacher attendance at PLC	All teachers	Principals & Turnaround leader	Ongoing	Ongoing	Ongoing
Teacher retention rate	All teachers	Principals & Turnaround leader	EOY	EOY	EOY
Staff program satisfaction survey	All school staff	Principals & Turnaround leader	BOY&EOY	EOY	EOY
Student survey: student perceptions of the program and program implementation	All students	Classroom teachers	BOY&EOY	EOY	EOY
Parent survey: parent awareness of the program, services, and importance of academic achievement	All parents/guardians	Classroom teachers	EOY	EOY	EOY
Additional data elements of leading indicators identified by ED					
Student participation rates on CST ELA and Math	All students	Classroom teachers	EOY	EOY	EOY
Dropout rates	All students	KDS	EOY	EOY	EOY
Number of students completing advanced coursework (i.e., AP/IB)	Students taking advanced coursework	District accountability staff	EOY	EOY	EOY
Number of suspensions and truants	All students	District accountability staff	EOY	EOY	EOY
Teacher attendance rate	All teachers	Principals & Turnaround leader	EOY	EOY	EOY

COACHELLA VALLEY UNIFIED SCHOOL DISTRICT Classroom Observation Form

OBSERVATION TOOL

Time in: _____ Time out: _____

School: _____

Classroom
Instructor: _____ Grade: _____ Date: _____

Subject: _____ Observer: _____

Please completely fill in the appropriate bubble using either a Number 2 pencil or dark ink.
Please skip any items that are not applicable (n/a).

Correct ☺	Incorrect ☹
●	⊗ ⊘ ⊗

1. Instructional Delivery Method
   Observed (Bubble all that apply):

   - ① whole group
   - ② small group
   - ③ pair share
   - ④ lecture
   - ⑤ discussion
   - ⑥ guided practice
   - ⑦ independent practice

2. Taxonomy Level / Rigor
   (Bubble all that apply):

   - ① knowledge
   - ② analysis
   - ③ comprehension
   - ④ synthesis
   - ⑤ application
   - ⑥ evaluation

Evidence	Full implementation	Substantial implementation	Progressing toward implementation	Not observed at this time
ROOM ENVIRONMENT				
3. Content Standards posted	④	③	②	①
4. Current benchmark standards posted	④	③	②	①
5. Current student work displayed	④	③	②	①
6. Rubrics posted	④	③	②	①
7. All rules and procedures are posted	④	③	②	①
8. Agenda items are posted	④	③	②	①
9. Essential vocabulary is posted	④	③	②	①
10. The classroom is well organized	④	③	②	①
11. The classroom is free from distraction	④	③	②	①
12. The classroom is inviting	④	③	②	①
CURRICULUM DELIVERY				
13. Instruction is aligned with lesson plan	④	③	②	①
14. Focusing on standard(s) in the curriculum	④	③	②	①
15. Using class activities designed in the curriculum	④	③	②	①
16. Teaching is focused on the core content in the curriculum	④	③	②	①

Evidence	Full implementation	Substantial implementation	Progressing toward implementation	Not observed at this time
17. Student work is selected for reinforcing the learning of core content	④	③	②	①
18. Following the sequence of the class activities in the curriculum	④	③	②	①
19. Conducting assessments that measure students' learning of standards in the curriculum	④	③	②	①
20. Using multiple approaches to teach core content	④	③	②	①
21. At least one class activity is designed to apply the core content learned	④	③	②	①

INSTRUCTION

22. Opening routines established/practiced	④	③	②	①
23. Teacher builds background knowledge and essential vocabulary	④	③	②	①
24. Higher level questioning observed	④	③	②	①
25. Teacher provides feedback from assessment regularly	④	③	②	①
26. Teacher provides explicit instruction and modeling	④	③	②	①
27. Teacher applies differentiated instruction	④	③	②	①
28. Teacher has good classroom management skills	④	③	②	①
29. Teacher addresses language needs of diverse students	④	③	②	①
30. Evidence of direct instruction and smooth transitions	④	③	②	①

STUDENT ENGAGEMENT

31. All students are fully engaged	④	③	②	①
32. Students are asking relevant questions	④	③	②	①
33. Students interactions and discussion related to lesson	④	③	②	①
34. Students are taking notes and summarizing	④	③	②	①
35. Students are using technology for learning related to the lesson	④	③	②	①

California Standards for the Teaching Profession

STANDARD ONE: **ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING** 1.1 Connecting students' prior knowledge, life experience, and interests with learning goals 1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs 1.3 Facilitating learning experiences that promote autonomy, interaction, and choice 1.4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful 1.5 Promoting self-directed, reflective learning for all students	**STANDARD TWO:** **CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING** 2.1 Creating a physical environment that engages all students 2.2 Establishing a climate that promotes fairness and respect 2.3 Promoting social development and group responsibility 2.4 Establishing and maintaining standards for student behavior 2.5 Planning and implementing classroom procedures and routines that support student learning 2.6 Using instructional time effectively
STANDARD THREE: **UNDERSTANDING & ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING** 3.1 Demonstrating knowledge of subject matter content and student development 3.2 Organizing curriculum to support student understanding of subject matter 3.3 Interrelating ideas and information within and across subject matter areas 3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter 3.5 Using materials, resources, and technologies to make subject matter accessible to students	**STANDARD FOUR:** **PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS** 4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs 4.2 Establishing and articulating goals for student learning 4.3 Developing and sequencing instructional activities and materials for student learning 4.4 Designing short-term and long-term plans to foster student learning 4.5 Modifying instructional plans to adjust for student needs
STANDARD FIVE: **ASSESSING STUDENT LEARNING** 5.1 Establishing and communicating learning goals for all students 5.2 Collecting and using multiple sources of information to assess student learning 5.3 Involving and guiding all students in assessing their own learning 5.4 Using the results of assessments to guide instruction 5.5 Communicating with students, families, and other audiences about student progress	**STANDARD SIX:** **DEVELOPING AS A PROFESSIONAL EDUCATOR** 6.1 Reflecting on teaching practice and planning professional development 6.2 Establishing professional goals and pursuing opportunities to grow professionally 6.3 Working with communities to improve professional practice 6.4 Working with families to improve professional practice 6.5 Working with colleagues to improve professional practice

Coachella Valley Unified School District

TEACHER EVALUATION FORM

NAME _____   SCHOOL _____   SCHOOL YEAR _____

ASSIGNMENT _____

1. UNSATISFACTORY	2. PARTIALLY MEETS STANDARDS	3. MEETS STANDARDS	4. EXCEEDS STANDARDS

TEACHING STANDARD 1

ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING (assessed by one or more of the following: reflection, observation, documentation or conferences).	1	2	3	4
ELEMENTS 1.1 Connecting student's prior knowledge, life experience and interests with learning goals	①	②	③	④
1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs.	①	②	③	④
1.3 Facilitating learning experiences that promote autonomy, interaction and choice.	①	②	③	④
1.4 Engaging students in problem solving, critical thinking and other activities that make subject matter meaningful.	①	②	③	④
1.5 Promoting self-directed, reflective learning for all students	①	②	③	④

SUMMARY (activities and evidence)

TEACHING STANDARD 2

		1	2	3	4
CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING (assessed by one or more of the following: reflection, observation, documentation or conferences).					

ELEMENTS		1	2	3	4
	2.1 Creating a physical environment that engages all students.	①	②	③	④
	2.2 Establishing a climate that promotes fairness and respect.	①	②	③	④
	2.3 Promoting social development and group responsibility.	①	②	③	④
	2.4 Establishing and maintaining standards for student behavior.	①	②	③	④
	2.5 Planning and implementing classroom procedures and routines that support student learning.	①	②	③	④
	2.6 Using instructional time effectively.	①	②	③	④

SUMMARY (activities and evidence)

TEACHING STANDARD 3

		1	2	3	4
UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING (assessed by one or more of the following: reflection, observation, documentation or conferences).					

ELEMENTS		1	2	3	4
	3.1 Demonstrating knowledge of subject matter content and student development.	①	②	③	④
	3.2 Organizing curriculum to support student understanding of the subject matter.	①	②	③	④
	3.3 Interrelating ideas and information within and across subject matter areas.	①	②	③	④
	3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter.	①	②	③	④
	3.5 Using materials, resources and technologies to make subject matter accessible to students.	①	②	③	④

SUMMARY (activities and evidence)

TEACHING STANDARD 4

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS (assessed by one or more of the following: reflection, observation, documentation or conferences).	1	2	3	4
ELEMENTS 4.1 Drawing on and valuing students' backgrounds, interests and developmental learning needs.	(1)	(2)	(3)	(4)
4.2 Establishing and articulating goals for student learning.	(1)	(2)	(3)	(4)
4.3 Developing and sequencing instructional activities and materials for student learning.	(1)	(2)	(3)	(4)
4.4 Designing short-term and long-term plans to foster student learning.	(1)	(2)	(3)	(4)
4.5 Modifying instructional plans to adjust for student needs.	(1)	(2)	(3)	(4)

SUMMARY (activities and evidence)

TEACHING STANDARD 5

ASSESSING STUDENT LEARNING (assessed by one or more of the following: reflection, observation, documentation or conferences).	1	2	3	4
ELEMENTS 5.1 Establishing and communicating learning goals for all students.	(1)	(2)	(3)	(4)
5.2 Collecting and using multiple sources of information to assess student learning.	(1)	(2)	(3)	(4)
5.3 Involving and guiding all students in assessing their own learning.	(1)	(2)	(3)	(4)
5.4 Using the results of assessments to guide instruction.	(1)	(2)	(3)	(4)
5.5 Communicating with students, families and other audiences about student progress.	(1)	(2)	(3)	(4)
* 5.6 Evidence of student progress towards the attainment of grade level academic standards as evidenced by results from multiple performance measures.	(1)	(2)	(3)	(4)

SUMMARY (activities and evidence)

TEACHING STANDARD 6	1	2	3	4
DEVELOPING AS A PROFESSIONAL EDUCATOR (assessed by one or more of the following: reflection, observation, documentation or conferences).				

ELEMENTS		1	2	3	4
	6.1 Reflecting on teaching practice and planning professional development.	①	②	③	④
	6.2 Establishing professional goals and pursuing opportunities to grow professionally.	①	②	③	④
	6.3 Working with communities to improve professional practice.	①	②	③	④
	6.4 Working with families to improve professional practice.	①	②	③	④
	6.5 Working cooperatively with colleagues to improve professional practice.	①	②	③	④
	6.6 Complies with district and school site established rules, regulations, policies, contracts and laws.	①	②	③	④

SUMMARY (activities and evidence)

Coachella Valley Unified School District
Principal Evaluation Form

Date:	
Name:	
Position:	

Leadership Performance Rating Scale

	Low				High
	1	**2**	**3**	**4**	**5**
1.0 Shared Vision of Learning					
1.1 Facilitates the development of a shared vision for the achievement of all students based upon data	①	②	③	④	⑤
1.2 Communicates and implements the school's shared vision to students, staff, parents and community members (District's)	①	②	③	④	⑤
1.3 Maintains fiscal accountability with district, site, and categorical budgets	①	②	③	④	⑤
1.4 Shapes school programs, school plan, and activities that support meeting the District Academic Achievement Goals. (District)	①	②	③	④	⑤
2.0 Culture for Student Learning and Professional Growth					
2.1 Supports an accountability system of teaching and learning based on State Standards.	①	②	③	④	⑤
2.2 Utilizes multiple assessment measures to evaluate student learning	①	②	③	④	⑤
2.3 Establishes a culture of high expectations for all students (i.e., achievement, attendance, discipline)	①	②	③	④	⑤
2.4 Guides and supports the long-term professional development of all staff consistent with district priorities.	①	②	③	④	⑤
2.5 Provides opportunities for all members of the school community to develop and use skills in collaboration, leadership and shared responsibility (i.e., PLC, SSC, PTA, ELAC)	①	②	③	④	⑤
2.6 Facilitates the use of district adopted curriculum and Direct Instruction strategies.	①	②	③	④	⑤
3.0 Organization and Resource Management					
3.1 Monitors and evaluates the programs and staff at the site to ensure accountability and results (Sites)	①	②	③	④	⑤
3.2 Establishes school structures and processes that support student learning (District)	①	②	③	④	⑤
3.3 Manages legal and contractual agreements and records in ways that foster a professional work environment	①	②	③	④	⑤
3.4 Aligns fiscal, human, and material resources to support the learning of all students and all groups of students	①	②	③	④	⑤
3.5 Sustains a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and staff support (District)	①	②	③	④	⑤
3.6 Utilizes the principles of systems management, organizational development, problem solving, and decision-making techniques fairly and effectively	①	②	③	④	⑤
3.7 Utilizes effective practices in establishing student behavior management system	①	②	③	④	⑤
4.0 Collaboration with Diverse Families and Communities					
4.1 Promotes the success of all students by timely communicating with parents/families	①	②	③	④	⑤
4.2 Responds to diverse community interests and needs and mobilizes community resources	①	②	③	④	⑤

5.0 Personal Ethics and Leadership Capacity					
5.1 Demonstrates knowledge of the curriculum and the ability to integrate and articulate programs throughout the grades	①	②	③	④	⑤
5.2 Demonstrates skills in decision-making, problem solving, change management, planning, conflict management and evaluations	①	②	③	④	⑤
5.3 Models personal and professional ethics, integrity, justice, and fairness and expect the same behaviors from others	①	②	③	④	⑤
5.4 Makes and communicates decisions based upon relevant data and research about effective teaching and learning, leadership, management practices and equity	①	②	③	④	⑤
5.5 Sustains personal motivation, commitment, energy and health by balancing professional and personal responsibilities	①	②	③	④	⑤
5.6 Engages in professional and personal development	①	②	③	④	⑤
5.7 Protects the rights and confidentiality of students and staff	①	②	③	④	⑤
5.8 Reflects on personal leadership practices and recognize their impact and influence on the performance of others	①	②	③	④	⑤
5.9 Encourages and inspires others to higher levels of performance, commitment and motivation	①	②	③	④	⑤
6.0 Political, Social, Economic, Legal and Cultural Understanding					
6.1 Views oneself as a leader of a team and also a member of a larger team	①	②	③	④	⑤
6.2 Works with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning	①	②	③	④	⑤
6.3 Ensures that the school operates consistently within the parameters of federal, state and local laws, policies, regulations and statutory requirements (District)	①	②	③	④	⑤
6.4 Ensures that the academic program adequately prepares all students to meet state and district standards, and that all students are prepared to pass the California High School Exit Examination and fulfill high school graduation requirements	①	②	③	④	⑤
7.0 Professional Expectations					
7.1 Demonstrates punctuality for meetings, active involvement and expresses recommendations, opinions and concerns	①	②	③	④	⑤
7.2 Demonstrates visibility on site and in classrooms	①	②	③	④	⑤
7.3 Confronts difficult issues for the betterment of students, staff and the district	①	②	③	④	⑤
7.4 Works collaboratively with peers, staff, district office personnel, parents and students	①	②	③	④	⑤
7.5 Models professional attire and conduct that sets a positive example as a role model for students, staff and the community	①	②	③	④	⑤
7.6 Demonstrates effective oral and written communication	①	②	③	④	⑤

Comments:

School Improvement Program
Student Survey

Instructions:

A. Do <u>NOT</u> write your name on this survey. The answers you give will be confidential. Please answer the questions truthfully.

B. <u>**Mark only one**</u> response per question. Fill in the circles completely with **either pencil or pen**. When you are finished, follow the instructions of the person giving you the survey.

---

1. **How often do your current teachers call on you in class?**

   ① Never
   ② Not Often
   ③ Sometimes
   ④ Very Often

2. **How effective do your teachers help you learn the content standards of the subject?**

   ① Not At All
   ② Very Little
   ③ Somewhat
   ④ Very Much

3. **How often do your current teachers help you with class work?**

   ① Never
   ② Not Often
   ③ Sometimes
   ④ Very Often

4. **How often do your current teachers inspire your interest in learning?**

   ① Never
   ② Not Often
   ③ Sometimes
   ④ Very Often

5. **How accessible are your teachers when you have questions regarding school work?**

   ① Not At All
   ② Very Little
   ③ Somewhat
   ④ Very Much

6. **How often do you get feedback on your tests results from your teachers?**

   ① Never
   ② Not Often
   ③ Sometimes
   ④ Very Often

7. **How do you rate your current level of academic achievement?**

   ① Very Poor
   ② Poor
   ③ Average
   ④ Good
   ⑤ Excellent

8. **How much do you like to study at your current school?**

   ① Not At All
   ② Very Little
   ③ Somewhat
   ④ Very Much

9. **How often do you participate in your classes in general (e.g., raise your hand to ask or answer a question or participate in a discussion)?**

   1. Never
   2. Not Often
   3. Sometimes
   4. Very Often

10. **How well do you expect to do at school this year?**

    1. Very Poor
    2. Poor
    3. Average
    4. Good
    5. Excellent

11. **How much do you know about State Standards testing (i.e., The California Standards Test)?**

    1. Not At All
    2. Very Little
    3. Somewhat
    4. Very Much

12. **How confident are you that you will graduate from high school?**

    1. Not At All
    2. Very Little
    3. Somewhat
    4. Very Much

13. **Do you plan to pursue college after graduating from high school?**

    1. Yes
    2. Maybe
    3. No
    4. I Don't Know

14. If you have attended the Summer Academy, please answer question 15a; if not, please skip this question.

    15a. How much do you think the Summer Academy has helped improve your academic achievement?

    1. Not At All
    2. Very Little
    3. Somewhat
    4. Very Much

Thank you for completing this survey

APPENDIX D

Planning Meeting Agendas, Minutes, and Sign-in Sheets

WEST SHORES HIGH SCHOOL
School Site Council
Agenda for
March 30, 2010 at 5pm

1. Meeting called to order at
   Motioned by: _____   Seconded by: _____

2. Approval of agenda
   Motioned by: _____   Seconded by: _____

3. Approval of minutes
   Motioned by: _____   Seconded by: _____

4. Members Present (Quorum)

5. Any new items added to agenda

6. Public Comments

7. New Business
   a. WASC Process and Timeline – Survey Results
   b. Schedule Committee Update
   c. West Shores High School :Persistently underperforming- Administration

8. Meeting adjourned at:
   Motioned by: _____   Seconded by: _____

9. Next meeting will be TBD

COACHELLA VALLEY UNIFIED SCHOOL DISTRICT

West Shores High School

2381 Shore Hawk***PO Box 5298***Salton City, CA. 92275
Office Phone: (760) 394-4331***FAX: (760) 394-0971

Date: 3-10-2010

Dear West Shores Community,

I am communicating with you today to notify you that West Shores High School has been identified as a Tier I "persistently low achieving school". You may have heard news reports over the last few days and I wanted to make sure that all of the facts about this designation and consequences for our school are understood.

This designation was made using data from state assessments for the three previous school years 2007-2009 which identified us as being in the lowest 5% of high schools in overall student proficiency in math and language arts. West Shores is one of 6 schools in Riverside County and 188 schools statewide that received this designation.

Because of this designation West Shores will have to adopt one of the four intervention models suggested by the state. The four models are:
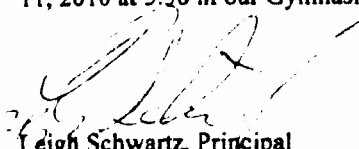
- Turnaround Mode: Major school improvements, replacing principal, rehiring no more then 50% of teachers, new governance structure, implementing research-based instructional program.
- Restart Model: Converts to charter
- School Closure Model: Close the school
- Transformational Model: Replace the principal, increase instructional time

As of now there is no decision on which model will be implemented at West Shores although Superintendent Medina has stated that neither the Restart or the School Closure Models were being considered.

In addition to the intervention there are resources that will be available to the school as part of the intervention process. These resources come in the form of a school improvement grant in the amounts of $50,000 to $2,000,000. Our school district will be applying for this grant to help with our efforts.

I do not want to minimize the critical nature of this designation, but I do want to insure you that even prior to this we have begun reforms to improve student learning and the academic success of our students. Preparing your children for their lives after high school is our main concern and we will continue in those efforts. If you have any questions or concerns please feel free to call or come in and see me at West Shores. I will keep you informed as more information becomes available about this process and ultimately the changes that will be coming to the school.

Finally, I will be presenting more detailed information at our parent conference night Thursday, March 11, 2010 at 5:30 in our Gymnasium. Thank you.

Leigh Schwartz, Principal
West Shores High School

COACHELLA VALLEY UNIFIED SCHOOL DISTRICT

West Shores High School

2381 Shore Hawk***PO Box 5298***Salton City, CA. 92275
Office Phone: (760) 394-4331***FAX: (760) 394-0971

Fecha: 03-10-2010

Estimada Comunidad de West Shores,

Hoy les estoy comunicando que la Secundaria West Shores fue identificada como una escuela baja academicamente. Tal vez usted escucho en las noticias el reporte y yo les quiero asegurar de los detalles que designan y las consecuencias de nuestra escuela.

La designación fue hecha usando información del estado de hace tres anos escolares 2007-2009, lo cual indica que estamos en el 5% de las escuelas bajas en calificaciones, esto es la proficiencia de los estudiantes en matemáticas y lenguaje. West Shores el una de las 6 escuelas en Condado de Riverside y una de las 188 escuelas del estado que fueron designadas.

Por la razón de esta designación West Shores tendrá que adoptar uno de las cuatro intervenciones sugeridas por el estado. Los cuatro modelos son:

- Modo de Cambio: Mayor cambio de mejoramiento, remplazar al director, contratar no más del 50% de maestros, nueva estructura gubernamental, implementar programas instructivos.
- Modo de Reempezar: Convertirse en escuela Charter
- Modo de Clausura: Cerrar la Escuela
- Modo de Transformación: Reemplazar al director, incrementar tiempo de instrucciones

Hasta ahorita no tenemos el modelo que se va a implementar a West Shores aunque el Superenrendente Medina nos declaro que ninguno de las siguiente modelos seran consideradas: Modo de reempezar o Modo de Clausura.

Adicionalmente habrá otros recursos disponibles para la escuela como parte del proceso de intervención. Estos recursos vienen en la forma de una beca en la cantidad de $50,000 a $2, 000,000. Nuestro distrito estará aplicando para esta beca para ayudarnos en nuestro esfuerzo.

No quiero menospreciar el crítico de esta designación, pero quiero asegurarles a ustedes de que antes de esto ya estábamos tomando a mejorar el aprendizaje y triunfo académico de los estudiantes. Preparar a sus hijos/as para sus vidas después de la preparatoria es nuestro enfoco principal y lo continuaremos haciendo. Si usted tiene alguna pregunta o preocupación, por favor hábleme a la escuela o venga a verme. Yo los mantendré informados cuando mas información sea disponible de este proceso o cualquier cambio que tenga la escuela.

Finalmente, yo estaré presentando más información el día de las conferencias de padres y maestros el día jueves 11 de marzo á las 5:30 en el Gimnasio. Gracias.

Leigh Schwartz, Director
Preparatoria West Shores

West Shores High School

2381 Shore Hawk***PO Box 5298***Salton City, CA. 92275
Office Phone: (760) 394-4331***FAX: (760) 394-0971

West Shores High School Staff Meeting Agenda
March 24, 2010
7:20 – 8:15 am
West Shores Computer Lab

Time	Item	Presenter
7:20 – 8:00	• WSHS "Persistently Low Achieving Status" Presentation • Question/Answer/Suggestions	• Superintendent Mr. Medina, • Mr. Alvarez Assistant Superintendent Educational Services, • Dr. Paul Grafton Director State and Federal Projects/Testing and Assessment, • Mrs. Rivera Director of Secondary Education
8:00 – 8:15	CVTA	Ms. Van Wey

The district administrative staff will be here to present information on our designation of "Persistently Lowest Performing" and taking questions.

West Shores High School
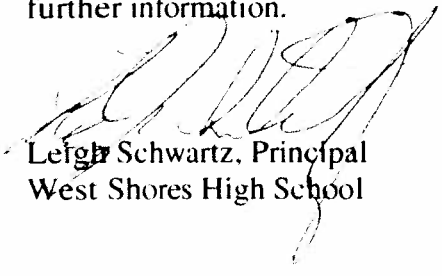
2381 Shore Hawk***PO Box 5298***Salton City, CA. 92275
Office Phone: (760) 394-4331***FAX: (760) 394-0971

Important School Meeting

Dear West Shores Parents:

On Tuesday, March 30, 2010 at 6:30 pm there will be a meeting in the West Shores cafeteria to discuss the recent news that West Shores has been designated as a "persistently low performing" school. Our district superintendent, Ricardo Medina, and other district staff will be on hand to discuss the designation and to give more information about how West Shores was identified. There will be time for questions as well as input or suggestions. It is very important that we are able to communicate with you and to get your input so the best decisions for your children and for the West Shores community can be made. Child care and translation services will be provided so please plan on attending. I would encourage you to bring your West Shores student to participate as well. If you have any questions please feel free to contact me for further information.
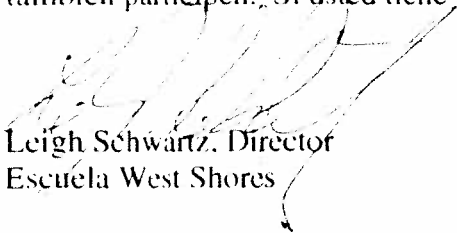
Leigh Schwartz, Principal
West Shores High School

Junta Escolar Importante

Estimados Padres de West Shores:

El día Martes, 30 de Marzo del 2010 a las 6:30 pm tendremos una junta en la cafetería para discutir las recientes noticias de que la Escuela West Shores, fue designada como una escuela baja académicamente. El Superentendente, Ricardo Medina, y otros miembros del distrito estarán presentes para discutir la designación e informar acerca de cómo fue identifica West Shores. Habrá tiempo para sus preguntas y sugerencias. Es muy importante comunicarnos con ustedes para hacer la mejor decisión para sus hijos/as y la comunidad de West Shores. Esperamos que pueda acompañarnos, tendremos cuidado de niños y traducción. Les animamos que traigan a sus hijos que son estudiantes de West Shores para que ellos también participen. Si usted tiene alguna pregunta por favor hable para recibir más información.

Leigh Schwartz, Director
Escuela West Shores

School Site Council Minutes for March 30, 2010

Elected Officials:
Chairman: Mrs. Mary Fernandez
Co-Chairman: Mrs. Graciela Hinojosa
Secretary: Mr. David Carias

Members Present:
Students: Isabel Tapia, Juan Armenta, and David Carias.
Teachers: Mrs. Graciela Hinojosa, Mrs. Loch, Mr. Edwin Detoya and Ms. Maria Nunez
Parents: Mrs. Garcia, Mrs. Armenta, and Mrs. Ramirez
Classified: Mrs. Mirna Covarrubias
Principal: Mr. Schwartz

Meeting was called to order at 5:10 pm by Co-Chair Mrs. Hinojosa.

1. Agenda was approved by:
   Motioned first by: Ms. Nunez   Seconded by: Mr. Detoya

2. No minutes needed to be approved, last meeting was informal.

3. Mr. Schwartz discussed the WASC process and answered questions about how it affected the school. He showed the results of the parent survey. Members asked questions about how the survey was done and what the results meant.

4. Mr. Schwartz gave a quick update on the school's schedule committee. He said that it had met several times and that there were no decisions yet and that our designation as a low performing school may change some of the discussions in the committee.

5. Mr. Schwartz explained that West Shores was designated as a Lowest Performing School. He explained to the council the reasons that West Shores has been labeled lowest performing. He proceeded to show us data on the students English and Math scores for the last five years. The data showed how in English the scores have gone up but not the amount that the federal government want the scores to be at. In Mathematics scores have gone down a bit in the last two years. He then proceeded to explain to the members present what options the school district will have in order to meet federal regulations.

Parents had many question. They proceeded to ask why this would happen in our school also didn't the school know that this was happening, etc. Mr. Schwartz could only answer as far as what has happened this year since he is new to the school. He did state that the school has had many teacher turnovers and also change in administration. Parents still had many unanswered questions and concerns. He stated that Mr. Medina would be there shortly to answer questions at parent meeting.

Motion to adjourn meeting by Mrs. Loch and Seconded by Mr. Detoya
Meeting adjourned @ 6:05 PM

Next meeting: TBD

Definition of Tiers I, II, and III

Guidance from U.S. Department of Education around the School Improvement Grant requires states to identify schools in three tiers.

Coachella Valley Unified School District
Testing and Assessment/State and Federal Projects
P.O. Box 847 * Thermal, CA 92274-0847
760.399.5137 Ext. 339 • FAX 760.399.5418
Paul Grafton
Director

Tier I

Tier I schools are elementary, middle, or high schools that are:

➤ Identified as being in Program Improvement (PI) in the 2009-10 school year; and

➤ Located in a local educational agency (LEA) that has an approved LEA Plan and is anticipated to receive Title I funds in 2009-10; and

➤ Identified as the lowest achieving five percent of all program improvement schools, or identified under the high school graduation rate criteria (see the CDE ~~Overview of Identification Criteria~~ Web page).

Tier II

Tier II schools are middle or high schools that are:

- Eligible to receive Title I funds in 2009-10 based on their demographic characteristics (i.e., the school is above the district's average in poverty or is above 35 percent poverty); and

- Not anticipated to receive a Title I, Part A apportionment in the 2009-10 Consolidated Application; and

- Located in an LEA that has an approved LEA Plan and is anticipated to receive Title I funds in 2009-10; and identified as the lowest achieving five percent of all Tier II schools, or identified under the high school graduation rate criteria (see the CDE Overview of Identification Criteria web page).

OR

- Identified as a middle or high school and meets the first three criteria in Tier I, but not identified as part of the five percent lowest achieving. The State Board of Education approved a waiver to change the Tier II definition at their March 2010 meeting.

Tier III

Tier III schools are elementary, middle, or high schools that are:

- In Program Improvement (PI) in the 2009-10 school year; and

- Anticipated to receive a Title I apportionment in the 2009-10 Consolidated Application; and

- Located in a LEA that has an approved LEA Plan and is anticipated to receive Title I funds in 2009-10; and

- Not identified as being part of the lowest five percent of all Tier I schools or not identified because of the high school graduation rate criteria.

What are Our Options?

➤ **All applications are due to the CDE on or prior to June 1, 2010.** LEAs receiving a FY 2009 SIG sub-grant must begin full implementation of the intervention model(s) they select for their funded schools at the beginning of the 2010–11 school year, which is Year 1 of the SIG sub-grant. Specific requirements for initial implementation of each of the four intervention models are:

1. **Restart Model** – Schools that close and reopen under a charter school operator, a charter management organization, or an education management organization **must open under the new management on Day 1 of the 2010–11 school year**.

What are Our Options.....

2. **Turnaround Model** – Schools that implement the turnaround model, including replacing the principal and up to 50 percent of instructional staff, as well as other required school improvement activities, **must have completed principal and instructional staff replacements prior to the beginning of the 2010–11 school year.**

3. **Transformation Model** – Schools that implement the transformation model, including replacing the principal and increasing instructional time, as well as other required school improvement activities, **must have replaced the principal and instituted the new school schedule that increases instructional time by Day 1 of the 2010–11 school year.**
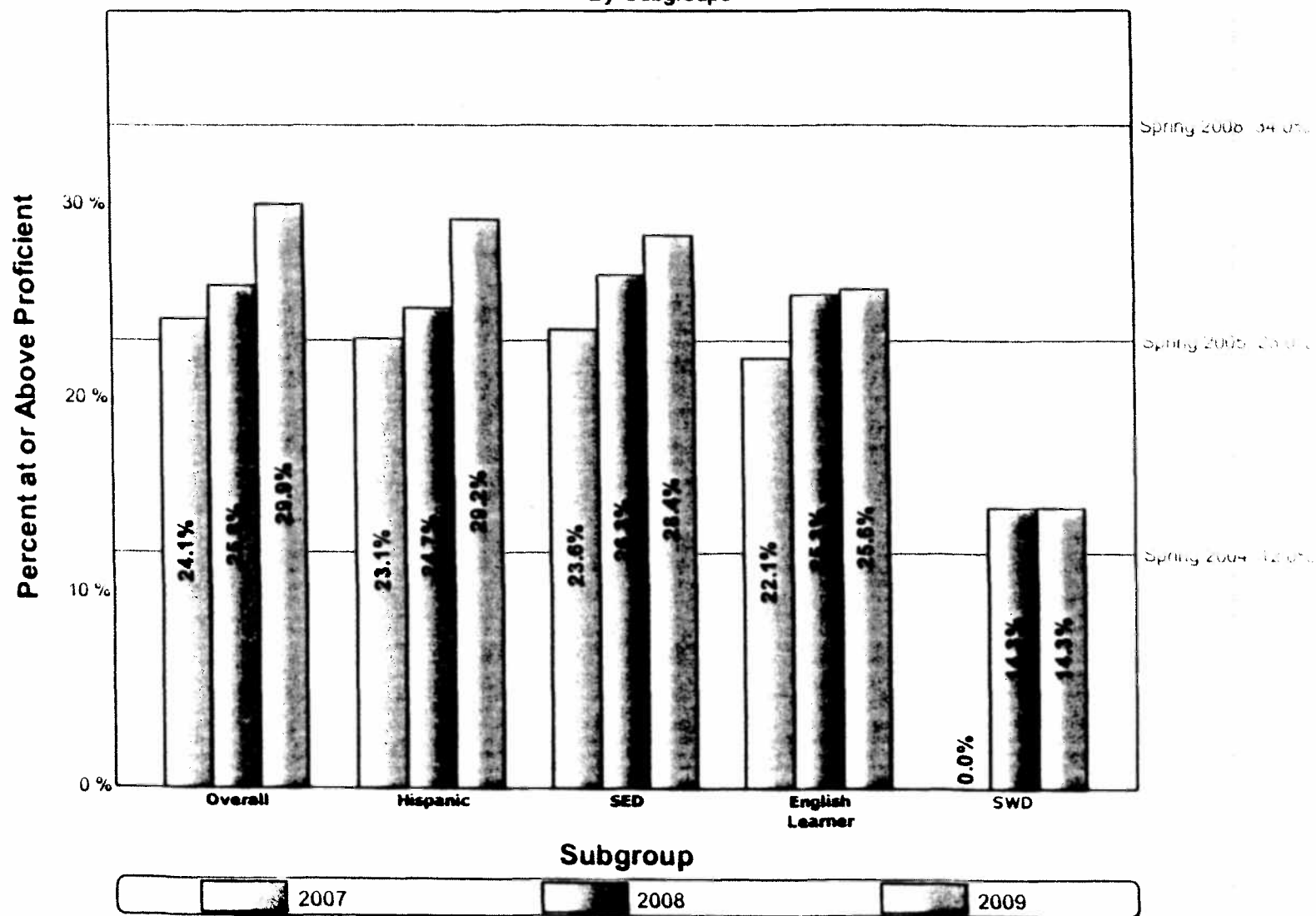
What are Our Options....

4. **Closure Model** – If an LEA elects to close a school and enroll the students who attended that school in other schools in the LEA that are higher achieving, the LEA **may prepare for the school's closure during the 2010–11 school year, but must close the school no later than the end of the 2010–11 school year.**

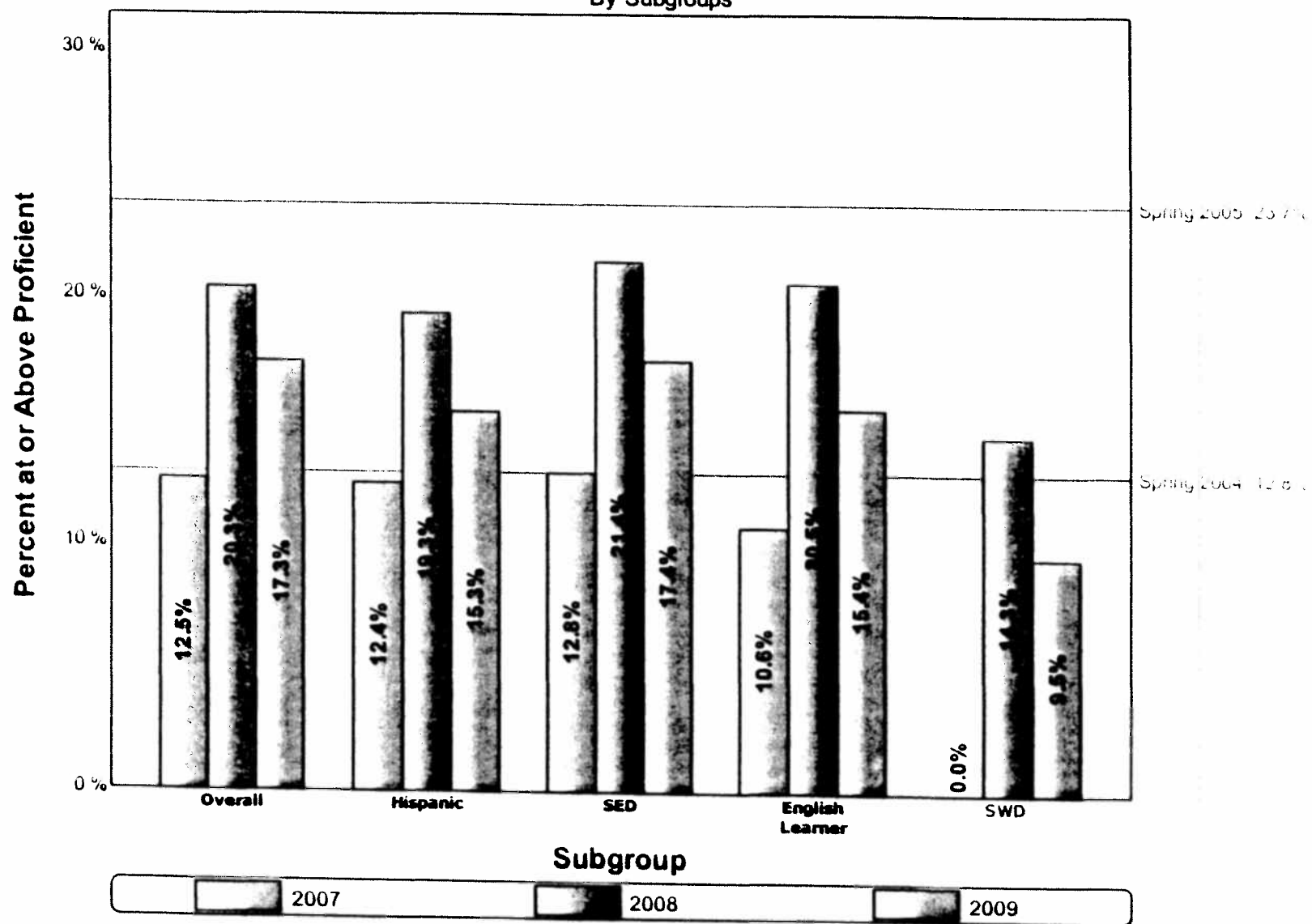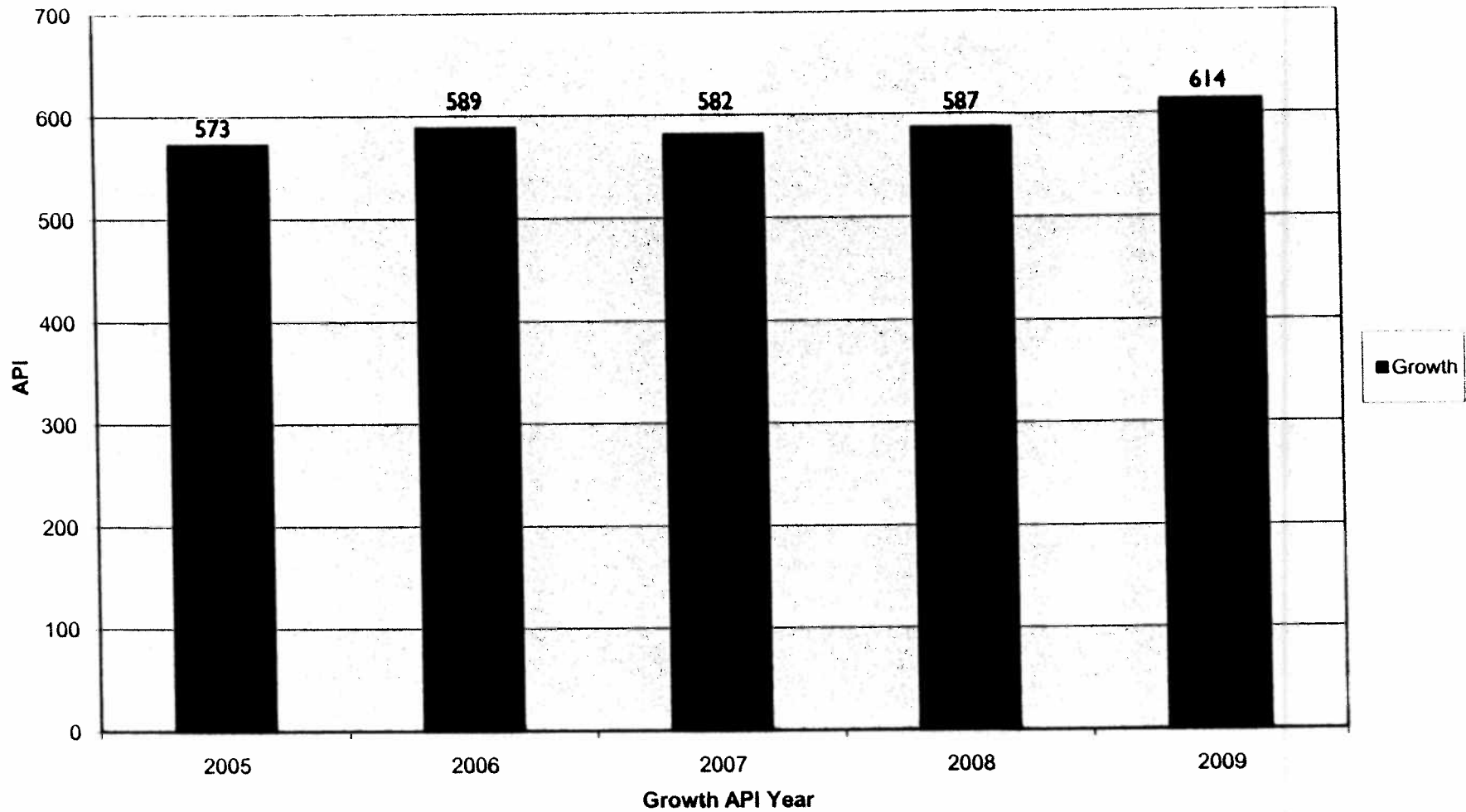# AYP English-Language Arts

3 Year Comparison
By Subgroups

Subgroup

| 2007 | 2008 | 2009 |

AYP Mathematics

3 Year Comparison
By Subgroups

Bar chart titled "AYP Mathematics, 3 Year Comparison By Subgroups." Y-axis: "Percent at or Above Proficient" ranging from 0% to 30%. X-axis: "Subgroup". Legend: 2007, 2008, 2009.

Overall: 12.5%, 20.3%, 17.3%
Hispanic: 12.4%, 19.3%, 15.3%
SED: 12.8%, 21.1%, 17.4%
English Learner: 10.6%, 20.5%, 15.4%
SWD: 0.0%, 14.3%, 9.5%

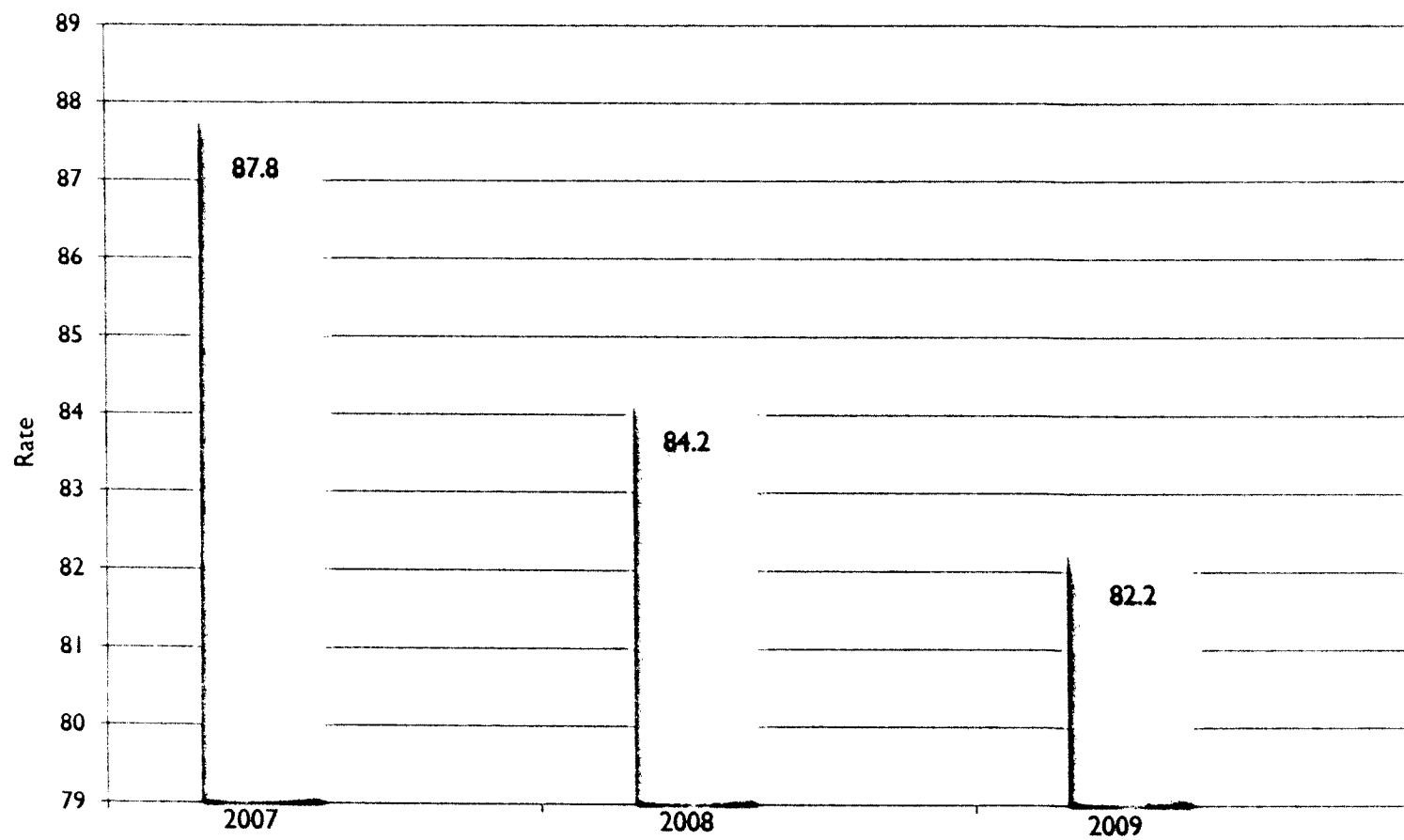Reference lines: Spring 2005 - 23.7%; Spring 2004 - 12.8%

West Shores High School
5-year Growth API
2005-2009

West Shores High School
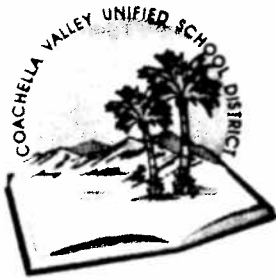## Gradation Rate
2007-2009

APPENDIX E

Board Approval Certification

Coachella Valley Unified School District

Office of the Superintendent

P.O. Box 847 • Thermal, CA 92274
760.399.5137 Ext. 288 • FAX 399.1008

Ricardo Z. Medina
Superintendent

Certification of Agenda Action Item

The Board of Trustees met in regular session on June 24, 2010 in the Board Room at the District Office, 87-225 Church Street, Thermal, CA.

The ACTION of the Board of Trustees approved the following item:

V a

Approved School Improvement Grant for West Shores High School

Approved unanimously

I, Rick Alvarez, Assistant Superintendent of the Coachella Valley Unified School District, hereby certify that the foregoing is a true and correct stated ACTION approved by the Board of Trustees and entered in the Board Minutes of June 24, 2010 as such.

Date: June 30, 2010

_____
Rick Alvarez
Assistant Superintendent